



REAFFIRMATION SELF-STUDY
Response to LOI and Site Visit Findings

Prepared for
The Council on Social Work Education
For Review
February 2020

GRADUATE PROGRAM

at

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK

VOLUME I

ACCREDITATION STANDARDS 1 - 4

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Table of Contents

Response to Site Visit Findings..... 2

EXPLICIT CURRICULUM..... 4

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE..... 4

 Accreditation Standard M2.0—Generalist Practice 4

EDUCATIONAL POLICY M2.1—SPECIALIZED PRACTICE (AS M2.1.3, 2.1.4)

..... 60

 Accreditation Standard M2.1—Specialized Practice 60

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION (AS M2.2.2, 2.2.3)

..... 137

 Accreditation Standard 2.2—Field Education 137

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT (AS 3.1.1, 3.1.2, 3.1.7)

..... 142

 Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation 215

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE (AS 3.3.4(b), 3.3.4(c), 3.3.4, 3.3.6)

..... 223

 Accreditation Standard 3.3—Administrative Structure 223

EDUCATIONAL POLICY 3.4—RESOURCES (AS 3.4.1 and 3.4.3; AS 3.4.5)

..... 228

 Accreditation Standard 3.4—Resources 228

ASSESSMENT (AS 4.0.1, 4.0.2, 4.0.3, 4.0.4)

..... 237

 Accreditation Standard 4.0—Assessment..... 237

Updated 2018-2019 Assessments 354

UPDATED ADVANCED YEAR (700 Level) SYLLABI..... 351

Response to Site Visit Findings

Mission

Both our BA and MSW programs are deeply committed to our mission. Please see pages 2-6 in both the MSW and BA Self-Study documents for details regarding our mission. Our dedication to serving underserved urban communities and populations is strong. Our programs, faculty, staff and students are acutely aware of urban issues and our mission to develop ethical, professional social workers is clear.

In fact, our MSW program grew out of a response to social service agencies in the Bronx. When we just had our undergraduate program, the majority of our fieldwork placements were in the Bronx. Social service agencies in the South Bronx and Hunts Point, two severely poverty-stricken, high crime neighborhoods, began to tell us that they had difficulty getting MSW students from the universities in Manhattan to take their fieldwork placements at their agencies because of the reputations of the neighborhoods. Furthermore, when they had staff positions for MSW graduates they had difficulty filling the positions. This became our motivation and driving force to develop our MSW program. Many of our students come from these neighborhoods and after graduation return to them as practitioners, administrators, and advocates.

Diversity

We proudly say that both our BA and MSW programs are among the most diverse social work programs in the nation. Lehman College is a federally designated Hispanic Serving Institution. The majority of our students are Hispanic and African-Americans. Many are first generation Americans, many were born outside of the United States., and many experience English as their second language. Our students and their families come from the Americas, Africa, the Caribbean, Asia, and Europe. Our faculty and staff are also diverse not just in race and ethnicity but in age, sexual orientation, ethnicity, religion, and background.

Our faculty and staff are strong presences on our campus, always showing a commitment and support to diversity. Two faculty members renewed the College's commitment to the LGBTIQ community by starting a student, faculty, and staff support organization; two faculty members are on the board of directors of the College's chapter of the Black Male Initiative. Two faculty members have partnered with two faculty members from an HBC and developed and publish Urban Social Work, the only professional journal in the nation dedicated to the study of urban social work. Faculty in our department developed and administrate the College's Interdisciplinary Minor in Aging. Another faculty member has developed the College's Reentry Committee developing support serves for students who have transitioned from prison to College. Faculty and staff are active supporters of programs such as the Women's Studies Program; and the Africana and Latin Studies Departments and initiatives.

Finally, neither our BA or MSW program have a specific course in diversity. This is because we never want to pigeon-hole such an important subject as diversity. Rather, we infuse every course with content on diversity and the importance for social workers to always practice cultural humility.

Assessment Process (AS 4.0)-MSW Program

We agree with the site visitor's findings regarding our assessment process in the MSW program. We have course-imbedded assessment assignments that are evaluated by our faculty members for all of the students in both levels of the MSW program. As noted in our self-study, the response rates for these assessments approach 100% of the students. Both our full-time and adjunct faculty members understand the importance of this process, and have been extremely cooperative in evaluating these assessments. Furthermore, the field instructors complete detailed evaluations of the students' progress in their field settings, which assess each Behavior of all of the Competencies of the students' work. The faculty has energetically provided input into the interpretation of the results of the assessment tools, and this has resulted in change processes in the MSW program.

When we created our new assessment procedures for the 2017-2018 academic year, we evaluated the same Behaviors for Competencies 1 through 9 for both the Foundation Year and the Advanced Year at different levels of expectations for the students, and also added three additional Competencies and twelve additional Behaviors for the Advanced Year. In the summer of 2019, we received the Letter of Instruction, which noted that for Competencies 1 through 9, we should be evaluating different behaviors for the Advanced Year than for the Foundation Year. We immediately revised our assessment instruments, so that they now include 31 different Behaviors for Competencies 1 through 9 for the Advanced Year. For the academic year of 2019-2020, all assessment instruments for the Advanced Year evaluate these new revised Behaviors. We presented the site visitors with copies of these changes. This is discussed in detail in our description of changes to our assessment procedures in this document in Sections AS 4.01, AS 4.02, AS 4.03, and AS 4.04.

Please see highlighted sections of the attached document for our response to both the Letter of Intent and the Site Visit Findings.

EXPLICIT CURRICULUM

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Accreditation Standard M2.0—Generalist Practice

M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

- The program provides a matrix describing each competency. However, the program is asked to clarify how competencies 6 thru 9 are met in terms of individuals, families, group, organizations, and communities. Additionally, it is unclear that all 4 dimensions are covered in each competency.
 - The site visitor is asked to have the program demonstrate that within the curriculum, each of the nine competencies contain all 4 dimensions. The site visitor is also asked to have the program identify where and how in the curriculum each of the 5 system levels is addressed for competencies 6 thru 9.
 - **See Tables 2.0.4 and 2.0.5**
- **Site visit findings:** The assessment faculty admitted that the program had some misunderstandings when developing the initial curriculum matrix for the self-study. After receiving the Letter of Instruction and clarification that the curriculum matrix needed to identify all four dimensions for each of the competencies, as well as more specifics around where and how each of the 5 system levels is addressed in the curriculum for competencies 6 through 9, they made updates to their matrix.
 - The site visitor was shown a new table, labeled 2.0.4 Curriculum Matrix for Competencies and Behaviors Integrated in Foundation Year Courses which now provides evidence of curriculum content from courses/specific assignments that implements all four dimensions of the designated competency. This table specifically addresses the concerns all four dimensions of each competency are contained in the generalist curriculum.
 - The site visitor was also shown an additional Table 2.0.5 Curriculum Matrix for Generalist Practice: Foundation Year Part one which identifies the course content for each of the 5 system levels and where it is delivered in foundation courses for each of competencies 6 through 9. This table appears to specifically address the concerns for AS M2.0.3.
 - Field supervisors and students both supported the assertion that the program expected students to develop generalist competencies for generalist practice in each of the 5 system levels.

Response to this standard consists of three sections:

- **Table 2.0.2**, “Competencies and Behaviors Integrated in Foundation Year Courses” illustrates where the 9 competencies and 31 behaviors encompassed in the competencies are addressed in the core curriculum. A grid includes the competencies in one column and behaviors in the next column. Each course is labeled in rows, and the cells intersecting the course and behavior indicate where the behaviors are addressed.
- **Table 2.0.3**, “Specifying the Behavior” lists the competencies and behaviors for the core curriculum and enhanced curriculum for the Advanced Year. This table lists the core competencies and the behaviors clarifying the competencies.
- The third section consists of a detailed matrix, **Table 2.0.4**, “Curriculum Matrix for Competencies and Behaviors Integrated in Foundation Year Courses,” which is an elaboration of the content listed in **Table 2.0.2**. The matrix illustrates *how* each competency and practice behavior is implemented throughout the curriculum, including the units where the material is covered. The matrix also identifies where the knowledge, values, skills and cognitive-affective processes for each behavior is covered in the courses. The content for the matrix draws from the most detailed description of the courses, this is found on the course syllabi and course materials that comprise Volume 2.
- The fourth section consists of a detailed matrix, **Table 2.0.5**, “Curriculum Matrix for Generalist Practice: Foundation Year Part 2,” which demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

TABLE 2.0.2: COMPETENCIES AND BEHAVIORS INTEGRATED IN FOUNDATION YEAR COURSES

COMPE- TENCY	BEHA- VIOR	Human Behavior and the Social Environ- ment SWK 605	Human Diversity and the Social Environ- ment SWK 606	Generalist Social Work Practice I SWK 611	Generalist Social Work Practice II SWK 612	Social Welfare Institutions and Programs SWK 639	Social Welfare Policy Analysis SWK 643	Social Work Research I SWK 646	Seminar/ Field I SWK 671	Seminar/ Field II SWK 672
Comp. 1	1			x				x	x	x
	2	x		x					x	x
	3	x		x					x	x
	4								x	x
	5								x	x
Comp. 2	6		x						x	x
	7								x	x
	8	x	x	x					x	x
Comp. 3	9		x		x	x	x			x
	10						x		x	x
Comp. 4	11							x		x
	12					x		x		x
	13				x			x	x	x
Comp. 5	14					x	x			x
	15					x	x		x	x
	16					x	x		x	x

COMPE- TENCY	BEHA- VIOR	Human Behavior and the Social Environ- ment SWK 605	Human Diversity and the Social Environ- ment SWK 606	Generalist Social Work Practice I SWK 611	Generalist Social Work Practice II SWK 612	Social Welfare Institutions and Programs SWK 639	Social Welfare Policy Analysis SWK 643	Social Work Research I SWK 646	Seminar/ Field I SWK 671	Seminar/ Field II SWK 672
Comp. 6	17		x		x				x	x
	18	x	x	x						x
Comp. 7	19				x			x	x	x
	20				x				x	x
	21			x					x	x
	22				x				x	x
Comp. 8	23								x	x
	24			x	x					x
	25								x	x
	26	x		x					x	x
	27				x				x	x
Comp. 9	28							x		x
	29				x			x	x	x
	30							x	x	x
	31							x	x	x

TABLE 2.0.3 SPECIFYING THE BEHAVIOR: FOUNDATION YEAR

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and; 5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies and; 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

	<p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

Accreditation Standard: M2.0.3**TABLE 2.0.4: CURRICULUM MATRIX FOR COMPETENCIES AND BEHAVIORS INTEGRATED IN FOUNDATION YEAR COURSES**

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR							
Behavior 1: - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.							
Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice I (SWK 611) <i>Knowledge Values</i>	II	Hepworth et al. Ch. 4: Operationalizing the cardinal social work values.	Littlechild, Ethical dilemmas in social work: International perspective; NASW Code of Ethics; Parrott, culture, values, and ethics in social work	Role plays and experiential exercises	Assign #3: Final Paper: Bio-Psycho-Social Assessment	Process Recording Assign #2 - Exploring Empathic Communication	
Research I (SWK 646) <i>Knowledge Values</i>	II, III	Rubin & Babbie, Ch. 4: Factors influencing the research process; Ch. 5: Ethical issues in social work research; Ch. 6: Culturally competent research; Appendix B, Writing research proposals.	NASW, Code of Ethics.	Class discussions; small group discussion on informed consent.			Midterm exam; Final exam.
Fieldwork I (SWK 671) <i>Knowledge Values Skills</i>	II, III	Hepworth, et al., Ch. 4: Operationalizing the cardinal social work values; Royse, et al., Ch. 8: Legal and ethical concerns.	NASW Code of Ethics	Small and large group exercises	Process recordings		Field visit, Fieldwork evaluation

<i>C-A Processes</i>							
Fieldwork II (SWK 672) <i>Values Skills C-A Processes</i>	I		NASW Code of Ethics; “Ethics in Social Work, Statement of Principles” of the IFSW/IASSW	small and large group discussion	Process recordings		Field visit, Fieldwork evaluation

Behavior 2: - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.						
Course and Dimension(s)	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605) <i>Knowledge Values C-A Processes</i>	Hutchison, Ch. 1: Human behavior: A multi-dimensional approach; Ch. 2: Theoretical perspectives on human behavior; Hepworth, Ch. 4, Operationalizing the cardinal social work values; NASW Code of Ethics.	Runyowa, Microaggressions matter; Saleebey, Ch. 2, The challenge of seeing anew the world we think we know: Learning strengths-based practice; Butler, Gay, lesbian, bisexual, and transgender elders: The challenges and resilience of this marginalized group; Gawande, Letting go: What should medicine do when it can’t save your life.	Class discussion	Life-Cycle Paper	Asynchronous II: Values and Ethical Dilemma Essay	
Practice I (SWK 611) <i>Knowledge Values</i>	Hepworth, et al.: Ch. 3, Overview of the Helping Process; Ch. 4, Operationalizing the cardinal social work values; Saleebey: Ch.1, Introduction: Power to the people	Lehman College Soc Work Dep’t. MSW student handbook and field education manual; Littlechild: Ethical dilemmas in social work; NASW Code of Ethics; Parrott, Culture, values, and ethics in social Work, Ethics and Social Welfare				
Field I (SWK 671) <i>Skills C-A Processes</i>	Hepworth, et al., Ch. 3: Overview of the helping process		Small and large group discussions	Process recordings		Field visit, Field Eval

Field II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	Hepworth, et al., Ch. 19: The final phase: Evaluation and termination		Small and large group discussions	Process recordings		Field visit, Field eval
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Behavior 3: - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605) <i>Knowledge</i> <i>Values</i> <i>C-A</i> <i>Processes</i>	II		Reamer, The challenge of electronic communication; <i>NASW Code of Ethics</i> ; Battista-Freeze, The high-tech social worker—Myth or reality	Class discussion	Group Life-Cycle Oral Presentation Life-Cycle Paper	Asynchronous II: Values and Ethical Dilemma Essay	
Practice I (SWK 611) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I	Hepworth, et al.: Ch. 3: Overview of the helping process; Saleebey: Ch. 1: Introduction: Power to the people	Lehman College Social Work Dept. MSW student handbook and field education manual	Class discussion	Reflection Paper: Helping and Being Helped	Process Record; Assign #1: Relationship building & engagement skills	
Fieldwork I (SWK 671) <i>Skills</i> <i>C-A</i> <i>Processes</i>	III	Hepworth, et al.: Ch. 3: Overview of the helping process		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
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Behavior 4: - Use technology ethically and appropriately to facilitate practice outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671) <i>Skills</i> <i>C-A</i> <i>Processes</i>	III			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II	Royse et al., Ch. 5: Contexts in which social workers operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 5: - Use supervision and consultation to guide professional judgment and behavior.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I	Royse, et al., Ch. 1: Field instruction and the social work curriculum; Ch. 4: The student intern; Ch. 9: Pragmatic concerns		Small and large group discussions	Process recordings		Field visit Field evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II			Small and large group discussions	Process recordings		Field visit Field eval

COMPETENCY 2- ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE							
Behavior 6: - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.							
Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606) <i>Knowledge Values C-A Processes</i>	I, V	Marsiglia & Kulis, Ch. 1: Culture; Ch. 6: Intersecting social and cultural determinants of health and well-being; Ch. 9: Gender; Ch. 10: Sexual Orientation; Ch. 13: Culturally grounded community-based helping. Hutchison; Ch. 5: The spiritual person	Hall, Biracial sensitive practice; Kolb, Introduction to Social work practice with ethnically and racially diverse nursing home residents and their families; Leung et al., Factors contributing to depressive symptoms among Mexican Americans and Latinos; West, Nihilism in Black America; Castex, Immigrant children in the U.S.; Lee et al., Mechanisms of familial influence on reentry of formerly incarcerated Latino men; Ross-Sheriff, Microaggression, women, and social work; Alford & Lee, Toward complete inclusion: LGBT military service members after repeal of Don't ask, Don't tell; Butler, GLBT elders; Mallon, The journey toward parenting. Simoni & Walters, Heterosexual identity and heterosexism; Vinjamuri, It's so important to talk and talk: How gay adoptive fathers respond to their children's encounters with hetero-normativity; Alam, Where can queer Muslims go to pray? Senreich, An inclusive definition of spirituality in social work education and practice; Taylor et al., Mental health services in faith communities; Vinjamuri, Co-creating culture through relationship with individuals of Asian Indian origin; Whitley, Atheism and mental health; Courtney & Hanson, Alcohol and other drug addictions; Westerfelt, A qualitative investigation of adherence issues for men who are HIV positive; Corcoran, Ch. 14: Crime	Discussions about the relevance of knowledge about diversity and difference to social work practice	Assignment I: Understanding Your Diversity Assignment II: Aspects of Human Diversity Professional Journal Article Presentation	Asynchronous Assignment II: "A Night (or Day) at the Museum	

			victims; Potocky, The travesty of human trafficking; Simmons, Ethical challenges of military social workers serving in a combat zone; Straussner & Phillips, Social work interventions in the context of mass violence; Graham et al., Cultural considerations for social service agencies working with Muslim clients; Suleiman, Beyond cultural competence				
Field-work I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	II	Royse, et al., Ch. 5: Con -texts in which social workers operate; Ch. 6: Client systems	NASW, Standards and indicators for cultural competence in social work practice	Small and large group discussions	Process recordings		Field visit; Field eval
Field II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II			Small and large grp discussions	Process recordings		Field visit; eval

Behavior 7: - Present themselves as learners and engage clients and constituencies as experts of their own experiences.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I-III	Royse, et al., Ch. 4: The Student intern; Ch. 6: Client systems; Ch. 7: Acquiring needed skills; Hepworth, et al., Ch. 1: The challenges of social work; Ch., 3: Overview of the helping process.		Small and large group discussions	Process recordings		Field visit; Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II			Small and large group discussions			Field visit; Fieldwork evaluation

Behavior 8: - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.							
Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605) <i>Knowledge Values C-A Processes</i>	III-XI	Hepworth, Ch. 4: Operationalizing the cardinal social work values; Hutchison, Ch. 3: The biological person; Ch. 4: The Psychological person; Ch. 11: The journey begins: conception, pregnancy, childbirth, and infancy; Ch.12: Toddlerhood and early childhood; Ch. 13: Middle childhood; Ch. 14: Adolescence; Ch. 15: Young and middle adulthood; Hutchison, Ch. 1: Late adulthood	Cole & Dale, Traumatic brain injury and the Americans With Disabilities Act: Implications for the social work profession; McCutcheon, Toward an integration of social and biological research; Saleebey, Ch. 2, The Challenge of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice; <i>NASW Standards for Integrating Genetics into Social Work Practice</i> ; Gershoff, More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children; Arnett, Emerging Adulthood: What is it, and what is it good for?	Class discussion	Group Life-Cycle Oral Presentation Life-Cycle Paper	Asynchronous 11: Values and Ethical Dilemma Essay	
HBSE II (SWK 606) <i>Knowledge Values C-A Processes</i>	II, V		IFSW/IASSW, Ethics in social work: Statement of principles; NASW, Code of ethics; National Association of Black Social Workers, Code of Ethics; Danso, Cultural competence and cultural humility; NASW, Standards and indicators for cultural competence in social work practice; Simmons, Ethical challenges of military social workers serving in a combat zone; McCormick, Self-determination, the right to die, and culture: A Literature Review.	Discussion about the importance of use of social work ethics in social work practice	Assignment I: Understanding Your Diversity	Asynchronous Assignment II: "A Night (or Day) at the Museum"	

Practice I (SWK 611) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	II, IV	Hepworth et al.: Ch. 4, Operationalizing the Cardinal Social Work Values; Ch. 5; Building Blocks of Communication: Communicating with Empathy and Authenticity; Ch. 6, Verbal Following, Exploring, and Focusing Skills; Ch. 7, Eliminating Counterproductive Communication Patterns.	Littlechild: Ethical Dilemmas in Social Work; <i>British Journal of Social Work</i> ; Parrott, Culture, Values, and Ethics in Social Work, <i>Ethics and Social Welfare</i> ; Yan & Wong: Rethinking Self-Awareness in Cultural Competence, <i>Families in Society</i> .	Role plays, case scenarios and experiential exercises.		Process Recording Assignment #1 – Relationship Building and Engagement Skills Process Recording Assignment #2 - Exploring Empathic Communication	
Fieldwork I (SWK 671) <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I-III	Hepworth, et al., Ch. 1: The Challenges of Social Work; Ch. 4: Operationalizing the Cardinal Social Work Values; Royse, et al., Ch. 4: The Student Intern, Chapter 7: Acquiring Needed Skills.		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 3:- ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE							
Behavior 9: - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606) <i>Knowledge Values C-A Processes</i>	II, III, V	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression, and action; Ch. 14: Social policy and culturally grounded social work; Hutchison, Ch. 6: Culture and the physical environment; Ch. 9: Social structure, social institutions, and communities.	Hepworth, Ch. 4: Operationalizing the cardinal social work values; Sue, et al., Racial microaggressions in everyday life; Greenberg, Greenberg, & Mazza, Food pantries, poverty, and social justice; Palley, Civil rights for people with disabilities; Torino & Sisselman-Borgia, Homeless microaggressions; West, Nihilism in Black America: A danger that corrodes from within; Castex, Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people; Gans, The uses of poverty: The poor pay all; West & Friedline, Coming of age on a shoestring budget	Discussion about justice and human rights	Assignment 1: Understanding Your Diversity	Asynchronous Assignment: Who Represents Me? Asynchronous Assignment II: "A Night (or Day) at the Museum"	
Practice II (SWK 612) <i>Knowledge Values Skills C-A Processes</i>	I, VI	Hepworth, Ch. 13: Planning & Implementing Change-Oriented Strategies; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies	Vinjamuri, Think local, act global: A case example of 21 st century macro practice through the power of social networking. In S. Burghardt, <i>Macro practice for social work in the 21st century: Bridging the macro-micro divide, 2nd ed.</i> ; Barretti, Organizing for tenants' rights: Insights and approaches from both sides of the fence.	Class discussions and activities	Assignment 3: Agency/Community Paper; Assignment 4: Intervention Paper	Asynchronous Assignment 1: LMSW Practice Exam Questions	
Social Welfare Institutions & Programs	I-IV	Trattner, Ch. 10: Renaissance of Public Welfare; Ch. 16: War on the Welfare State; Ch.		Small and large group discussions	Formal written assignments 1 & 2	Asynchronous assignments 1-4: Civil Rights, Income Inequality,	Final exam

(SWK 639) <i>Knowledge Values</i>		17: Looking Forward – Or Backward? Barusch, Ch.1: Social Justice and Social Workers;Ch. 2: The Government's Role.				Evicted, Injustice	
Social Welfare Policy (SWK 643) <i>Knowledge Values</i>	I, IV	Chambers & Bonk, Ch. 1: Analyzing the content for social policy analysis: The social problem context; Ch. 3: The analysis of policy goals and objectives in social programs and policies	Alston, Social work, climate change and global cooperation; Hare, Defining social work for the 21 st century; Katiuzhinsky & Okech, Human rights, cultural practices, and state policies; Edin & Schaefer, \$2 a Day; Abramovitz, Everyone is still on welfare: The role of redistribution in social policy	Class discussion	Written Assign #1: Impact of Policy issues on families paper	Asynch 1: Everyone is still on welfare: A critical analysis and outline of Abromivitz article	
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	I, II			Small and large group discussions	Process recordings	Asynchronous 2: Feminist critical analysis, Analysis of Shaw article	Field visit Fieldwork evaluation

Behavior 10: - Engage in practices that advance social, economic, and environmental justice.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Policy (SWK 643)	III	Chambers and Bonk, Ch. 2: An overview of a style of policy analysis:	Abramovitz Everyone is still on welfare: The role of redistribution in social policy	Small group policy development	Written assignment 1: Impact of policy on families paper	Asynchronous 1: Everyone is still on welfare , a critical analysis and	

Knowledge Values		A value critical approach; Ch. 5: Who gets what, how much, and under what conditions: Analysis of eligibility trends; Ch. 6 Analysis of service-delivery systems and social policy and program design	Shaw, Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy	activity; Class discussion		outline of Abromivitz article Asynchronous 2: Feminist critical analysis – analysis of shaw article	
Fieldwork I (SWK 671) Skills C-A Processes	II, III			Small and larger group discussions	Process recordings		Field Visit; Fieldwork Evaluation
Fieldwork II (672) Skills C-A Processes	I, II	Royse, et al., Ch. 5: Contexts in which Social Workers Operate		Small and larger group discussions	Process recordings		Field Visit; Fieldwork Evaluation

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE							
Behavior 11: - Use practice experience and theory to inform scientific inquiry and research.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Research I (SWK 646) <i>Knowledge</i> <i>Skills</i>	I, III, IV, V, VI	Rubin & Babbie, Ch. 1: Why Study Research; Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 4: Factors Influencing the Research Process; Ch. 7: Problem Formulation; Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and Qualitative Approaches; Ch. 12: Experiments and Quasi-Experiments; Ch. 13: Single Case Evaluation Designs; Ch. 15: Additional Methods in Qualitative Inquiry; Ch. 16: Analyzing Available Records: Quantitative and Qualitative Methods.	Padgett, Ch. 1: Qualitative Methods in Context; Ch. 5: Data Collection: Observation, Interviewing and Use of Documents; Review the following website: http://www.evidence.brookscoble.com/copse.html	Class discussions and activities.	Client-Oriented Practical Evidence Search (COPES) Assignment		Midterm exam; Final exam.
Fieldwork II (SWK 672) <i>Knowledge</i>	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate	NASW Code of Ethics; Ethics in Social Work, Statement of Principles of the IFSW/IASSW		Process recordings		Field visit Fieldwork evaluation

Values Skills C-A Processes							
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Behavior 12: - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639) Knowledge Values	III	Barusch, Ch. 5: Poverty; Ch. 14: Working Americans		Small and large group discussions; In-class writing exercises		Asynchronous 2: Income Inequality	
Research I (SWK 646) Knowledge Values	II, V, VI, VII	Rubin & Babbie, Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally Competent Research; Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and Qualitative Approaches; Ch. 12: Experiments and Quasi-Experiments; Ch. 13: Single Case	NASW, Code of Ethics; Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents.	Class discussions; class activities.		Asynchronous assignment.	Midterm exam; final exam.

		Evaluation Designs; Ch. 16: Analyzing Available Records: Quantitative and Qualitative Methods; Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.					
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recording	Process recordings	Field visit Fieldwork evaluation

Behavior 13: - Use and translate research evidence to inform and improve practice, policy and service delivery.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612) <i>Knowledge Values Skills</i>	VII		Adams et al., Limitations of evidence-based practice for social work education: Unpacking the complexity; Baker et al., Social work practitioners and practice evaluation: How are we doing? Glisson et al., Serving the homeless: Evaluating the effectiveness of homeless shelter services; Gorman, Which skills do case managers need? A research project on skills, competency, and continuing professional development	Class discussions			

Research I (SWK 646) <i>Knowledge Skills</i>	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussions; class activities.	Client-Oriented Practical Evidence Search (COPEs) Assignment.	Asynchronous assignment.	Mid-term exam; final exam.
Fieldwork I (SWK 671) <i>Knowledge Skills C-A Processes</i>	II	Hepworth, et al.: Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Acquiring Needed Skills		Small and larger group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate		Small and larger group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Behavior 14: - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions and Programs (SWK 639) <i>Knowledge Values</i>	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era. Barusch, Ch. 4: The Social Security Act; Ch. 5: Poverty; Ch. 6: Health; Ch. 7: Mental Health; Ch. 8: Disability		Small and large group discussions	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice,	

						Current Events 1&2	
Social Welfare Policy (SWK 643) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IIIA	Chambers & Bonk, Ch. 2: An overview of a style of policy analysis: A value critical approach	Gilbert & Terrell, Ch. 3: Framework for social policy analysis	Policy development small group activity; Class discussion	Written assignment 1: Impact of policy on families paper; Written assignment 2: choice analysis paper	Asynchronous 3: Brookings video written analysis	
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A Processes</i>	I	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions		Process recordings	Field visit Fieldwork evaluation

Behavior 15: - Assess how social welfare and economic policies impact the delivery of and access to social services.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639) <i>Knowledge</i> <i>Values</i>	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era; Ch. 16: War on the Welfare State; Barusch, Ch. 9: People of Color; Ch. 10: Gay, Lesbian, Bisexual, and Trans Individuals; Ch. 11: Children; Ch. 12: Women; Ch. 13: Older Adults.		Small and large group discussions; in-class writing tasks.	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice, Current Events 1&2	Final exam
Social Welfare Policy (SWK 643) <i>Knowledge</i> <i>Values</i>	IIIB, V	Chambers & Bonk, Ch. 5: Who gets what, how much, and under what circumstances: Analysis of eligibility rules; Ch. 6: Analysis of service delivery systems and social policy and program design; Ch. 9:	Gilbert and Terrell, Ch.3: A framework for social policy analysis; Shaw: Using feminist critical analysis in the realm of higher education:	Policy development: Small group activity; Class discussion	Assignment 1: Impact of policy on families paper		

<i>Skills</i>		An example of social policy and social program analysis: Selected features of federal child welfare legislation since 1970 concerned with child abuse	The case of welfare reform as gendered educational policy				
Fieldwork I (SWK 671) <i>Skills</i> <i>C-A Processes</i>	II	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 6: Client Systems.		Small and large group discussions.	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A Processes</i>	I	Royse et al.,; Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 16: - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639) <i>Knowledge</i> <i>Values</i>	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era; Ch. 16: War on the Welfare State; Barusch, Ch. 9: People of Color; Ch. 10: Gay, Lesbian, Bisexual, and Trans Individuals; Ch. 11: Children; Ch. 12: Women; Ch. 13: Older Adults.		Small and large group discussions; in-class writing tasks	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice, Current Events 1 & 2	Final exam

Social Welfare Policy (SWK 643) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II	Chambers & Bonk, Ch. 1: Analyzing the context for social policy analysis: The social problem context: Ch. 3: Analysis of policy goals and objectives in social programs and policies	NASW <i>Code of Ethics</i> ; Blumer, Social problems as collective behavior; Abramovitz, Everyone is still on welfare: The role of redistribution in social policy; Shaw, Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy	Class discussion	Written assignment 1: Impact of policy on families paper	Asynchronous 1: Everyone is still on welfare: written critical analysis of Abramovitz article; Asynchronous 2: Feminist critical analysis: written analysis of Shaw article	
Fieldwork I (SWK 671) <i>Skills</i> <i>C-A</i> <i>Processes</i>	II, III			Small and large group discussions.	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 17: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606) <i>Knowledge Values</i>	II, III, IV, V	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression, and action; Ch. 3: The intersectionality of race and ethnicity and other factors Ch. 7: Social work perspectives: Social context, consciousness, and resiliency; Ch. 8: The formation and legacies of racial and ethnic minorities; Ch. 9: Gender; Ch. 11: Cultural norms and social work practice	Danso, Cultural competence and cultural humility; Nebbitt et al., Descriptive analysis of individual and community factors among African American youths in urban public housing; NASW, <i>Social workers in Congress</i> ; U.S. Bureau of the Census, QuickFacts; Yasso, Whose culture has capital? A critical race theory discussion of community cultural wealth; Cappiccle et al., Using critical race theory to analyze how Disney constructs diversity: A construct for the baccalaureate human behavior in the social environment curriculum; Kolb, Introduction, in <i>Social work practice with ethnically and racially diverse nursing home residents and their families</i> ; Leung et al., Factors contributing to depressive symptoms among Mexican Americans and Latinos et al., Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services; New York Lawyers for the Public Interest, Language access legal ‘Cheat Sheet’; Zayas & Bradlee, Exiling children, creating orphans: When immigration policies hurt citizens; West & Friedline, Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials; Gustavvson & MacEachron, Poverty and child welfare, 101 years later; Hamilton-Mason & Halloran, Urban children living in poverty, in Phillips and Straussner.	Discussion about relevance of human behavior knowledge to practice	Assignment II: Aspects of Human Diversity	Asynchronous Assignment II: “A Night (or Day) at the Museum”	
Social Work Practice II (SWK 612)	II,III, IV	Walsh, Ch. 6: Family Emotional Systems Theory;	Webb, Play therapy with children in crisis: Ch. 1: Assessment of the child in crisis; Ch. 2: Play therapy crisis intervention with children	Class discussions and activities	Assignment 1: Necessary Losses;		

Knowledge Skills		Ch. 9: Structural Family Theory; Ch. 13: Crisis Theory and Intervention; Hepworth, Ch. 11: Forming and Assessing Social Work Groups			Assignment 2: Family Therapy Paper; Assignment 4: Intervention Paper		
Fieldwork I (SWK 671) Skill C-A Processes	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 6: Client Systems.		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) Skill C-A Processes	I, II	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate; Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recording		Field visit Fieldwork evaluation

Behavior 18: - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605) Knowledge Values	III-XI	Hutchison, Ch. 3: The Biological Person; Ch. 4, The Psychological Person; Ch.11, The Journey Begins; Ch. 12: Toddlerhood and Early Childhood; Ch. 13: Middle Childhood; Ch. 14: Adolescence;	Price, Women and reproductive loss: Client and worker dialogues designed to break the silence; Atkins-Burnett & Allen-Meares, Infants and toddlers with disabilities: Relationship-based approaches, Geneen & Powers, Are we ignoring youths with disabilities in foster care? Hack et al.: Learning from dying patients during their	Class discussion	Group Life-Cycle Oral Presentation	Asynchronous II: Values and Ethical Dilemma Essay	

		Ch. 15: Young and Middle Adulthood; Ch. 16: Late Adult- hood; Walsh, Chapter 4, Ego Psychology; Chapter 6, Family Emotional Systems Theory; Chapter 7, Behavior Theory.	final days: Life reflections gleaned from dignity therapy;				
HBSE II (SWK 606) <i>Knowledge Values C-A Processes</i>	I, II, IV, V		Gitterman & Sideriadis, Ch. 1: Social work practice with vulnerable and resilient populations, in Gitterman; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice; Hepworth, Ch. 4: Operationalizing the cardinal social work values; Berzoff, Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients; DeAngelis, Unmasking racial micro aggressions; Janairo et al., The time is now: The importance of social work participation in politics; Cleveland, “We are not criminals”: Social work advocacy and unauthorized migrants; Atwood, Gender bias in families and its clinical implications for women; Ross-Sheriff, Microaggression, women, and social work; Tsui, Male victims of intimate partner abuse; Mazza, Young dads: The effects of a parenting program on urban African-American adolescent fathers; Malpas, Between pink and blue: A multidimensional family approach to gender nonconforming children and their families; Castex, Providing services to Hispanic/Latino populations: Profiles in diversity; Hall, Biracial sensitive practice; Schmidt, Addressing PTSD in low-income victims of intimate partner violence: Moving toward a comprehensive intervention Castex, Helping people retraumatized by mass violence, in Straussner and Phillips; Desselle & Proctor, Advocating for the elderly hard-of-hearing population The deaf people we	Discussion about empathy, reflection, and skills in relation to diverse clients	Assignment I: Understanding Your Diversity Assignment II: Aspects of Human Diversity	Asynchronous Assignment II: “A Night (or Day) at the Museum”	

			ignore; Ayon, Service needs among Latino immigrant families; Sherr et al., Innovative service or proselytizing: Exploring when services delivery becomes a platform for unwanted religious persuasion; Levine, Working with victims of persecution: Lessons from Holocaust survivors; Mallett, Disparate juvenile youth court outcomes for disabled delinquent youth: A social work call to action.				
Social Work Practice I (SWK 611) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processing</i>	IV, V	Hepworth et al: Ch. 5; Building Blocks of Communication: Communicating with Empathy and Authenticity; Ch. 6, Verbal Following, Exploring, and Focusing Skills; Ch. 7, Eliminating Counterproductive Communication Patterns; Walsh: Ch. 11, Motivational Interviewing	Yan & Wong, Rethinking Self-Awareness in Cultural Competence	Role plays and experiential exercises		Process Recording Assignment #1 – Relationship Building and Engagement Skills; Process Recording Assignment #2 - Exploring Empathic Communication	
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processing</i>	I, II	Royse et al., Ch. 5: Contexts in which Social Workers Operate; Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.							
Behavior 19: - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	II, III, IV, VI	Walsh, Ch. 13, Crisis Theory and Intervention; Hepworth et al., Ch. 11: Forming and Assessing Social Work Groups; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies	Webb, Play therapy with children in crisis: Ch.1: Assessment of the child in crisis; Vinjamuri, It's so important to talk and talk: How gay adoptive fathers respond to their children's encounters with heteronormativity	Class discussions and activities	Assign. 2: Family Therapy Paper. Assign. 4: Intervention Paper	Asynchronous Assign. #1: LMSW Practice Exam Questions	
Social Work Research I (SWK 646) <i>Knowledge</i> <i>Skills</i>	VI, VII	Rubin & Babbie, Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and Qualitative Approaches; Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussions; class activities.	Client-Oriented Practical Evidence Search (COPEs) Assignment.	Asynchronous assignment	Midterm exam; final exam.
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processing</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Context in Which Social Workers Operate; Ch. 6: Client Systems.	<i>NASW Standards and indicators for cultural competence in social work practice</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Fieldwork II (SWK 672) <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II	Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
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Behavior 20: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	I	Hepworth et al., Ch. 13: Planning and Implementing Change-Oriented Strategies.	Watch the following DVD: Guilford Press (Producer), & Guilford Press (Director). (2006). <i>Techniques of play therapy: A clinical demonstration by Nancy Boyd Webb</i> . Guilford Press.	Class discussions and activities	Assignment 2: Family Therapy Paper; Assignment 4: Intervention Paper	Asynchronous Assignment #3: Transference and Countertransference	
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Contexts in Which Social Workers Operate; Ch. 6: Client Systems; Ch. 7: Acquiring Needed Skills		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Knowledge</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

<i>Skills</i> <i>C-A Processes</i>		et al., Ch. 5: Contexts in which Social Workers Operate					
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Behavior 21: - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice (SWK 611) <i>Knowledge</i> <i>Skills</i>	V	Hepworth et al., Ch. 8: Assessment: Exploring and Understanding Problems and Strengths; Ch. 9: Assessment: Intrapersonal, Interpersonal and Environmental Factors; Ch. 10: Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch. 12: Developing Goals and Formulating a Contract.			Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment	.	
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processing</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 7: Acquiring Needed Skills	<i>NASW Standards and indicators for cultural competence in social work practice</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills</i> <i>C-A Processing</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 22: - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612) <i>Knowledge Skills</i>	I-IV, VI	Hepworth et al., Ch. 13: Planning and Implementing Change-Oriented Strategies; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies; Ch.15: Enhancing Family Functioning and Relationships; Ch. 16: Intervening in Social Work Groups	Watch the following DVD: Guilford Press (Producer), & Guilford Press (Director). (2006). <i>Techniques of play therapy: A clinical demonstration</i> by Nancy Boyd Webb. Guilford Press. Webb, Play therapy with children in crisis; Ch. 2: Play therapy crisis intervention with children. Lietz, Strengths-based group practice: Three case studies.	Class discussions and activities	Assignment 2: Family Therapy Paper; Assignment 3: Agency/Community Paper; Assignment 4: Intervention Paper.	Asynchronous Assignment #1: LMSW Practice Exam Questions	
Fieldwork I (SWK 671) <i>Knowledge Values Skills C-A Processing</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems.	NASW <i>Standards and indicators for cultural competence in social work practice</i> ; NASW <i>Code of Ethics</i>	Small and large group discussions	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills C-A Processing</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 23: - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processing</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values; Royse, et al., Ch. 6: Client Systems.	NASW <i>Standards and indicators for cultural competence in social work practice.</i>	Small and large class discussion	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processing</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large class discussion	Process recording		Field visit Fieldwork evaluation

Behavior 24: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice I (SWK 611) <i>Knowledge Skills</i>	I, III	Walsh: Ch. 1, Thinking about Theory; Ch. 2, A Social Work Perspective on Clinical Theory and Practice; Ch. 4, Ego Psychology; Ch. 5; The Relational Theories with a Focus on Object Relations; Ch. 6, Behavioral Theory; Ch. 7, Cognitive Theory.		Exercises with case scenarios; class discussions	Written Assignment 2: Integrating Theory Into Practice		
Practice II (SWK 612) <i>Knowledge Skills C-A Processes</i>	I-IV	Walsh, Ch. 6: Family Emotional Systems Theory; Ch. 9: Structural Family Theory; Ch. 13: Crisis Theory and Intervention; Saleebey, Ch. 10: A Shift in Thinking: Influencing Social Workers' Beliefs about Individual and Family Resilience in an Effort to Enhance Well-Being and Success for All.		Class discussions and activities	Assignment 2: Family Therapy Paper Assignment 4: Intervention Paper	Assignment #1: LMSW Practice Exam Questions; Assignment #3: Transference and Countertransference	
Fieldwork II (SWK 672) <i>Knowledge Skills C-A Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 25: - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671) <i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I	Hepworth et al., Ch. 1: The Challenges of Social Work; Royse et al., Ch. 5: Contexts in which Social Workers Operate; Ch. 6: Client Systems.		Small and large group discussions	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 26: - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605) <i>Knowledge</i>	II, IV-XI	Hutchison, Ch. 3: The Biological Person; Ch. 4: The Psychological Person; Ch. 11: The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy; Ch. 12: Toddlerhood and Early Childhood; Ch. 13: Middle Childhood; Ch. 14: Adolescence; Ch. 15: Young and Middle Adulthood; Ch.16: Late Adulthood	Bent-Goodley & Hopps, Social justice and civil rights; Janairo et al., The time is now: The importance of social work participation in politics; Cole & Dale, Traumatic brain injury and the ADA; Cunningham & Zayas, Reducing depression in pregnancy: Designing multimodal interventions; Cohn, The two-year window; Lee, Impact of Head Start's entry age and enrollment duration on children's health; Center for Disease Control and Prevention, Adverse Childhood Experiences (ACE) Study; Greenberg, Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work; McCarter, The school-to-prison pipeline; Skiba et al.: Adolescent substance abuse; Slesnick et al.: Homeless youths' caretakers; Goodman & Smyth, A call for a social network-oriented approach to services for survivors of intimate partner violence; Snyder et al.: Older adult inmates: the challenge for social work.	Class discussion	Group Life-Cycle Oral Presentation	Asynchronous I: Who Represents Me?	
Practice I (SWK 611) <i>Knowledge Skills</i>	I, II, IV	Hepworth, et al., Ch. 2: Direct Practice; Ch. 3: Overview of the Helping Process		Class discussions and role plays			
Fieldwork I (SWK671) <i>Knowledge Values Skills</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems.	NASW <i>Standards and indicators for cultural competence in social work practice</i> ; NASW <i>Code of Ethics</i>	Small and large group discussions	Process recordings		Field visit Field eval

<i>C-A Processes</i>							
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Field Eval

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612) <i>Knowledge</i>	V	Hepworth, et al., Ch. 9: The Final Phase: Evaluation and Termination, pp. 595-606 only.	Malekoff, Ch. 10: Leavetaking, Moving On and Looking Back: The Ending Transition in Group Work. Siebold, Everytime We Say Goodbye: Forced Termination Revisited.	Class discussions and activities	Assignment 1: Necessary Losses	Asynchronous Assignment 2: Termination with Clients	
Fieldwork I (SWK 671) <i>Skills C-A Processes</i>	III			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 28: - Select and use appropriate methods for evaluation of outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Research I (SWK 646) <i>Knowledge Skills</i>	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.			Client-Oriented Practical Evidence Search (COPES) Assignment.	Asynchronous assignment.	Midterm exam; final exam.
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 29: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612) <i>Knowledge</i>	V, VII	Hepworth, et al., Ch. 19: The Final Phase: Evaluation and Termination, 595-606 only	Baker et al.: Social work practitioners and practice evaluation: How are we doing? Glisson et al.: Serving the homeless: Evaluating the effectiveness of homeless shelter services; Martin et al.: Consumer satisfaction with children's mental health services.	Class discussions and activities			

Research I (SWK 646) <i>Knowledge</i>	I, II, VII	Rubin & Babbie, Ch. 1: Why Study Research; Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 6: Culturally Competent Research; Ch. 17: Quantitative Data Analysis; Ch.18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.	Review the following website: http://www.evidence.brookscole.com/copse.html	Class discussion; class activities.		Asynchronous assignment.	
Fieldwork I (SWK 671) <i>Values Skills C-A Processes</i>	III	Hepworth, et al., Ch. 3: Overview of the Helping Process	NASW <i>Standards and indicators for cultural competence in social work practice.</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Knowledge Skills C-A Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 30: - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Research (SWK 646) <i>Knowledge Skills</i>	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussion; class activities.	Client-Oriented Practical Evidence Search (COPES) Assignment.		
Fieldwork I (SWK 671) <i>Knowledge Values Skills C-A Processes</i>	III	Hepworth, et al., Ch. 3: Overview of the Helping Process.	<i>NASW Standards and indicators for cultural competence in social work practice.</i>	Small and large group discussions	Process recordings		Field visit; Field eval
Fieldwork II (SWK 672) <i>Skills C-A Processes</i>	II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit; Field eval

Behavior 31: - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Research (SWK 646) <i>Knowledge Skills</i>	I, VII	Rubin & Babbie, Ch. 1: Why Study Research; Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 6: Culturally Competent Research; Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussion; Class activities.	Client-Oriented Practical Evidence Search (COPES) Assignment		

Fieldwork I (SWK 671) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems	NASW Standards and indicators for cultural competence in social work practice; NASW Code of Ethics	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672) <i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

TABLE 2.0.5: CURRICULUM MATRIX FOR GENERALIST PRACTICE: FOUNDATION YEAR PART 2

The following chart demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course Unit(s)	Course content
COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 605 <i>Human Behavior and the Social Environment</i>	Units III-XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 606 <i>Human Behavior and the Social Environment II</i>	Units II, III, IV, V	Readings, Class Discussion, Assignment I: Diversity Article Analysis; Assignment II: Reflecting on Your Identities, and Asynchronous Assignment II: “A Night (or Day) at the Museum”
	SWK 611 <i>Social Work Practice I</i>	Units IV, V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch

			Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 612 <i>Social Work Practice II</i>	Units I, II	Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference
	SWK 671 <i>Fieldwork I</i>	Units I, II	Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Families	SWK 611 <i>Social Work Practice I</i>	Unit V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 605 <i>Human Behavior and the Social Environment</i>	Units V, VII, VIII, IX, X, XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay

	SWK 606 <i>Human Behavior and the Social Environment II</i>	Units III, V	Readings, Class Discussion, Assignment I: Diversity Article Analysis; Assignment II: Reflecting on Your Identities, and Asynchronous Assignment II: “A Night (or Day) at the Museum”
	SWK 612 <i>Social Work Practice II</i>	Unit III	Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 2: Family Therapy Paper; Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Groups	SWK 605 <i>Human Behavior and the Social Environment</i>	Units IV, V, IX	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 606 <i>Human Behavior and the Social Environment II</i>	Units II-V	Readings, Class Discussion, Assignment I: Diversity Article Analysis; Assignment II: Reflecting on Your Identities, and Asynchronous Assignment II: “A Night (or Day) at the Museum”
	SWK 612 <i>Social Work Practice II</i>	Unit IV	Readings, Class Discussions, and Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference

	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Communities	SWK 606 <i>Human Behavior and the Social Environment II</i>	Units II-VI	Readings, Class Discussion, Assignment I: Diversity Article Analysis; Assignment II: Reflecting on Your Identities, and Asynchronous Assignment II: “A Night (or Day) at the Museum”
	SWK 605 <i>Human Behavior and the Social Environment</i>	Units IV, V	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 612 <i>Social Work Practice II</i>	Unit VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation

Organizations	SWK 612 <i>Social Work Practice II</i>	Unit VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 606 <i>Human Behavior and the Social Environment II</i>	Units II-VI	Readings, Class Discussion, Assignment I: Diversity Article Analysis; Assignment II: Reflecting on Your Identities, and Asynchronous Assignment II: “A Night (or Day) at the Museum”
COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.			
Individuals	SWK 611 <i>Social Work Practice I</i>	Units V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 605 <i>Human Behavior and</i>	Units III-XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay

	<i>the Social Environment</i>		
	SWK 612 <i>Social Work Practice II</i>	Units I, II	Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference
	SWK 646 <i>Social Work Research I</i>	Units VI, VII	Readings, Class discussions and activities, Client-Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignment, and Mid-term Exam
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Families	SWK 611 <i>Social Work Practice I</i>	Unit V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 605 <i>Human Behavior and the Social Environment</i>	Units V, VII, VIII, IX, X, XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 612 <i>Social Work Practice II</i>	Units III	Readings, Class Discussions, and Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 2: Family Therapy Paper;

			Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Groups	SWK 612 <i>Social Work Practice II</i>	Unit IV	Readings, Class Discussions, and Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference
	SWK 605 <i>Human Behavior and the Social Environment</i>	Units IV, V, IX	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Communities	SWK 605 <i>Human Behavior and the Social Environment</i>	Units IV, V	Readings, Class Discussions, Group Life-Cycle Oral Presentation, and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 612 <i>Social Work Practice II</i>	Units VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation

	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Organizations	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 612 <i>Social Work Practice II</i>	Units VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 605 <i>Human Behavior and the Social Environment</i>	Units IV-XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, Asynchronous I: Who Represents Me?; and Asynchronous II: Values and Ethical Dilemma Essay; Mid-term and Final Exams
	SWK 611 <i>Social Work Practice I</i>	Units III, V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 612 <i>Social Work Practice II</i>	Units I, II, V	Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference; and Asynchronous Assignment 2: Termination with Clients

	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Families	SWK 605 <i>Human Behavior and the Social Environment</i>	Units V, VII, VIII, IX, X, XI	Readings, Class Discussions, Group Life-Cycle Oral Presentation, Asynchronous I: Who Represents Me?; and Asynchronous II: Values and Ethical Dilemma Essay
	SWK 611 <i>Social Work Practice I</i>	Units III, V	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 612 <i>Social Work Practice II</i>	Units III, V	Readings, Class Discussions, and Assignment 1: Necessary Losses; Assignment 2: Family Therapy Paper; Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference; and Asynchronous Assignment 2: Termination with Clients
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation

Groups	SWK 612 <i>Social Work Practice II</i>	Units IV, V	Readings, Class Discussions, and Assignment 4: Intervention Paper; Asynchronous Assignment #3: Transference and Countertransference; and Asynchronous Assignment 2: Termination with Clients
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Communities	SWK 612 <i>Social Work Practice II</i>	Unit VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Organizations	SWK 671 <i>Fieldwork I</i>	Units I, II	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 612 <i>Social Work Practice II</i>	Units VI	Readings, Class Discussions, and Assignment #3: Agency/Community Paper;
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 612 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions

	SWK 611 <i>Social Work Practice I</i>	Unit III	Readings, Class Discussions, and Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment Written Assignment with Process Recording # 2: Integrating Theory Into Practice with Process Recording, Reflection Paper: Helping and Being Helped Asynch Assign #1: Relationship Building and Engagement Skills with Process Recording; Asynch Assignment #2: Exploring Empathic Communication with Process Recording
	SWK 646 <i>Social Work Research I</i>	Units I-VII	Readings, Class discussions and activities, Client-Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignments, and Mid-term Exam and Final Exam
	SWK 671 <i>Fieldwork I</i>	Unit III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Families	SWK 646 <i>Social Work Research I</i>	Units I-VII	Readings, Class discussions and activities, Client-Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignments, and Mid-term Exam and Final Exam
	SWK 611 <i>Social Work Practice I</i>	Unit III	Readings, Class Discussions
	SWK 612 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions
	SWK 671 <i>Fieldwork I</i>	Unit III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation

	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Groups	SWK 646 <i>Social Work Research I</i>	Units I-VII	Readings, Class discussions and activities, Client- Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignments, and Mid- term Exam and Final Exam
	SWK 612 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions;
	SWK 671 <i>Fieldwork I</i>	Unit III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Communities	SWK 612 <i>Social Work Practice II</i>	Units VII	Readings, Class Discussions
	SWK 646 <i>Social Work Research I</i>	Units I-VII	Readings, Class discussions and activities, Client- Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignments, and Mid- term Exam and Final Exam
	SWK 671 <i>Fieldwork I</i>	Unit III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
Organizations	SWK 612 <i>Social Work Practice II</i>	Units VII	Readings, Class discussions and activities
	SWK 646 <i>Social Work Research I</i>	Units I-VII	Readings, Class discussions and activities, Client- Oriented Practical Evidence Search (COPES) Assignment, Asynchronous assignments, and Mid- term Exam and Final Exam

	SWK 671 <i>Fieldwork I</i>	Unit III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation
	SWK 672 <i>Fieldwork II</i>	Units I-III	Readings, Class Discussions, Process Recordings, Field visit, and Fieldwork evaluation

EDUCATIONAL POLICY M2.1—SPECIALIZED PRACTICE (AS M2.1.3, 2.1.4)

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

- The program discusses how its area of specialized practice extends and enhances its twelve competencies for Advanced Generalist Practice, mainly by discussing content of specific Specialization Year courses. However, for competencies 1 thru 9, the program uses the same descriptions and behaviors as the Foundation Generalist curriculum; it has for competencies 10 thru 12 developed a new set of corresponding additional behaviors. In order to extend and enhance competencies 1 thru 9 for the Specialization curriculum, the program needs to have revised competency descriptions for each one and revised corresponding behaviors.
- The site visitor is instructed to have the program present its extended and enhanced competency descriptions and corresponding behaviors that enhance those of the Foundation Generalist curriculum.
- **See Table 2.5**

Site visit findings: During meetings with the Field Director and the MSW leadership group/faculty, the program presented a revised list of Specialization behaviors that appear to expand and enhance foundational generalist behaviors. The program did not revise the nine competencies required for the foundation curriculum, however, significant revision was made to the behaviors that provide the behavioral manifestation of those nine competencies, and those revisions are clearly consistent with the stated goals of the Advanced Generalist specialization. The site visit was shown a new Table 2.5 Specifying the Behaviors: Advanced Year which included all twelve of the competencies and the behaviors that enhance the competencies based on the program goals of the Advanced Generalist curriculum.

In the Specialized Practice year, students enhance their knowledge, values, skills, and understanding of cognitive-affective processes of each of the nine competencies in accordance with the leadership role inherent in Advanced Generalist Practice. Three additional competencies have been added for students in the Specialized Practice Year, specifically pertaining to Advanced Generalist Practice.

When the Lehman College Department of Social Work originally designed the structure of the Competencies and Behaviors for the program, we had decided to use the same 31 Behaviors for the first nine Competencies for both the Foundation Generalist and Specialization Advanced Generalist years. This was done with the understanding that in the Specialization Year, the Behaviors were going to be taught and assessed at a far more advanced level. For the Specialization Year, we also created Competencies 10, 11, and 12 with twelve additional Behaviors.

However, in response to the Letter of Instruction (LOI), we decided to spell out in detail the differences in each of the Behaviors in the Specialization Advanced Generalist Year from the Foundation Year. Therefore, all 31 Behaviors of the 9 Competencies have now been reformulated to reflect the advanced learning objectives of the Specialization Year. So we now have one set of 31 Behaviors for the Foundation Generalist year and one set of 31 Behaviors for the Specialization Advanced Generalist Year. *See Table 2.5.*

For Competency 1, students enhance their understanding of ethical and professional behavior to include complex issues involving agency leadership of urban agencies serving severely underserved populations both through discussion and case examples in SWK 713 – Advanced Social Work Practice in the Urban Environment I, SWK 714 – Advanced Social Work Practice in the Urban Environment II, SWK 747 – Social Work Research II, SWK 729 – Administration of Urban Agencies, SWK 727 – Supervision in Agency-Based Practice, and the Capstone Project in SWK 745 – Social Welfare Policy Practice.

For Competency 2, there is an intense focus on how issues of oppression for diverse populations in the urban environment intersect with traumatic situations that occur in marginalized populations. For example, in SWK 713 – Advanced Social Work Practice in the Urban Environment I, a major piece of this course focuses on trauma in diverse populations. This is carried into SWK 714 – Advanced Social Work Practice in the Urban Environment II with greater focus on family and community work. The Capstone Projects that students design and implement in SWK 745 – Social Welfare Policy Practice, further enhance student learning regarding diversity and difference in practice.

A major thrust of the Advanced Generalist year applies to Competency 3, advancing human rights and social, economic, and environmental justice and Competency 5, engaging in policy practice, which culminates in the aforementioned Capstone Project of SWK 745 – Social Welfare Policy Practice. Furthermore, SWK 729 – Administration in Urban Agencies, relates these competencies to their incorporation into the mezzo- and macro-levels of social work practice. It should be noted that the curriculum of every course in the Advanced Generalist Practice year is informed by a social justice lens. For example, in SWK 714 – Advanced Social Work Practice in the Urban Environment II, there is considerable focus on bringing a social justice and policy practice lens to practice with communities and organizations in Units III and IV.

In regard to Competencies 4 and 9, in preparation for a leadership role in agency practice, the Specialized Practice year curriculum focuses on practice-informed research, research-informed practice, and program evaluation. This is accomplished foremost in SWK 747 – Social Work Research II, where students are required to create a research proposal regarding practice issues

pertaining to underserved populations in diverse communities. In the required course, SWK 729 – Administration in Urban Agencies, students learn models to critically analyze and evaluate organizational outcomes. In SWK 707 – Understanding Clinical Assessment and Diagnosis, evidence-based research and evaluation of practice are applied to working with diverse clients with behavioral health problems. In SWK 714 – Advanced Social Work Practice in the Urban Environment II, students focus on evaluation of practice with families, couples, children, as well as with communities in Units II and III.

Regarding Competencies 6, 7, and 8, SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II, focus intensively on engaging, assessing, and intervening with individuals, families, groups, and communities from a trauma-informed perspective, keeping in mind that the students are being prepared for leadership in social service agencies in the Bronx and surrounding communities. This is supplemented by course material in SWK 707 – Understanding Clinical Assessment and Diagnosis, which focuses on assessing, engaging, and intervening with clients who have mental health and substance misuse issues.

For the Specialized Practice year curriculum, three additional competencies were added to reflect the program’s focus on Advanced Generalist Practice. Competency 10, is to “demonstrate the ability to provide direct services to diverse client systems within complex urban environments.” SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II use concepts of intersectionality and a multi-dimensional trauma-informed approach for students to enhance their learning regarding a leadership role in urban agencies servicing underserved populations. SWK 707 – Understanding Clinical Assessment and Diagnosis, further enhances this goal. The courses, SWK 727 and 729 – Supervision in Agency-Based Practice and Administration in Urban Agencies, teach students how to assume managerial roles in agency practice in complex urban environments.

Competency 11, to “demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings,” directly receives a strong focus in SWK 727 and 729 – Supervision in Agency-Based Practice and Administration in Urban Agencies. For Supervision in Agency-Based Practice, students are encouraged to perform a supervisory role either concurrently or subsequently in their fieldwork settings based on class learning. For Administration in Urban Agencies, students are required to develop a grant proposal for a hypothetical program to address a gap in services for a particular underserved urban community.

Competency 12, to “assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments” is covered in the content of courses such as SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II and SWK 747 – Social Work Research II. However, the culmination of learning for this competency occurs in SWK 745 – Social Welfare Policy Practice in which students create their capstone projects demonstrating their ability to perform a leadership role as an Advanced Generalist social work practitioner.

M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

- The program provides in Table 2.6, a matrix that illustrates how its Specialization curriculum content implements its twelve competencies; it does not list the dimensions covered for each competency but does in Table 2.5 present the “Dominant Dimensions” relating to each competency. However, it does not depict all 4 dimensions covered for each competency.

Additionally, for competencies 6 thru 9, the matrix did not identify where and how each of the 5 system levels is addressed in the curriculum.

- The site visitor is asked to have the program demonstrate that each of its twelve competencies contains all 4 dimensions and identify where and how in the curriculum each of the 5 system levels is addressed for competencies 6 thru 9.
- **See Tables 2.6 and 2.7**

Site visit findings: The program provided an updated matrix that identified how each of the 4 dimensions as well as the five system levels were covered in their current Advanced Generalist curriculum. Like the other updated materials provided to the site visitor, these materials appeared to demonstrate that the program is now in compliance with this standard. The program will be forwarding this information to CSWE in their supplemental documents in response to the site visit report.

Response to this standard consists of three sections, all of which include the three additional competencies and 12 behaviors related to advanced generalist practice:

- **Table 2.3**, “Competencies and Behaviors Integrated in Advanced Year Courses” illustrates where the 9 competencies and 31 behaviors encompassed in the competencies are addressed in the core curriculum. In addition, the 3 competencies and 12 behaviors added to enhance the curriculum (**See Table 2.4**) with content specific to the Advanced Generalist Practice specialization are included. A grid includes the competencies in one column and behaviors in the next column. Each course is labeled in rows, and the cells intersecting the course and behavior indicate where the behaviors are addressed.
- **Table 2.5**, “Specifying the Behavior” lists the competencies and behaviors for the core curriculum and enhanced curriculum for the Advanced Year. This table lists the core competencies and the behaviors clarifying the competencies.
- The third section consists of a detailed matrix, **Table 2.6**, “Curriculum Matrix for Competencies and Behaviors Integrated in Advanced Year Courses” which is an elaboration of the content on the **Table 2.3**, “Competencies and Behaviors Integrated in Advanced Year Courses” and **Table 2.4**, “Additional Competencies and Behaviors Integrated in Advanced Year Courses.” The matrix illustrates *how* each competency and practice behavior is implemented throughout the curriculum, including the units where the material is covered. The matrix also identifies where the knowledge, values, skills and cognitive-affective processes for each Behavior is covered in the courses. The content for the matrix draws from the most detailed description of the Courses; this is found on the course syllabi and materials that comprise Volume 2.
- The fourth section consist of a detailed matrix, **Table 2.7**, “Curriculum Matrix for Generalist Practice: Foundation Year Part 2,” which demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

TABLE 2.3: COMPETENCIES AND BEHAVIORS INTEGRATED IN ADVANCED YEAR COURSES

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assessment & Diagnosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration In Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 1	1		X	X					X	X
	2		X	X					X	X
	3		X	X					X	X
	4		X	X					X	X
	5		X	X					X	X
Comp. 2	6		X				X		X	X
	7		X				X		X	X
	8		X				X		X	X
Comp. 3	9					X	X		X	X
	10					X	X		X	X
Comp. 4	11	X	X				X	X	X	X
	12		X				X	X	X	X
	13	X	X				X	X	X	X
Comp. 5	14					X	X		X	X
	15				X	X	X		X	X
	16				X	X	X		X	X

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assess- ment & Diag- nosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration in Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 6	17	X	X	X					X	X
	18	X	X	X					X	X
Comp. 7	19	X	X	X					X	X
	20	X	X	X				X	X	X
	21	X	X	X				X	X	X
	22		X	X				X	X	X
Comp. 8	23		X	X	X				X	X
	24	X	X	X	X				X	X
	25	X	X	X	X	X			X	X
	26	X	X	X	X	X			X	X
	27		X	X	X	X			X	X
Comp. 9	28	X	X	X		X		X X	X	X
	29	X	X	X		X		X	X	X
	30			X	X	X		X		X
	31			X	X	X		X		X

**TABLE 2.4: ADDITIONAL COMPETENCIES AND BEHAVIORS OF THE
ADVANCED YEAR INTEGRATED IN COURSE**

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assess- ment & Diag- Nosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration In Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 10	32		X	X			X		X	X
	33		X	X					X	X
	34	X	X	X					X	X
	35		X	X	X	X	X		X	X
	36		X	X	X	X	X		X	X
Comp. 11	37				X				X	X
	38				X				X	X
	39					X			X	X
	40					X			X	X
Comp. 12	41		X	X			X	X	X	X
	42						X			X
	43			X			X			X

SPECIFYING THE BEHAVIOR: ADVANCED YEAR
(INCLUDES COMPETENCIES 10-12 AND BEHAVIORS #32-43: ADVANCED YEAR ONLY)

Competencies 10-12 and Behaviors 32-43 are in the MSW Advanced Year only

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors.

The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

*A **complex urban environment** is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.*

TABLE 2.5: SPECIFYING THE BEHAVIORS: ADVANCED YEAR	
Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations; 4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and 5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.
2. Engage diversity and difference in practice	6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments; 7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and 8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.

3. Advance human rights and social, economic, and environmental justice	9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and 10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities; 12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and 13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.
5. Engage in policy practice	14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations; 15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and 16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;

	<p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

TABLE 2.5: SPECIFYING THE BEHAVIOR: ADVANCED YEAR

<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

Accreditation Standard: M2.0.3**TABLE 2.6: CURRICULUM MATRIX FOR COMPETENCIES AND BEHAVIORS INTEGRATED IN ADVANCED YEAR COURSES**

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR							
Behavior 1: Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge Values Skills</i>	I-III, V	Hepworth et al., Ch. 1: Operationalizing the cardinal social work values	NASW Code of Ethics; NASW Standards and indicators for cultural competence in social work practice; Marsh, Social Justice: Social work's organizing value; Furman, Ethical considerations of evidence-based practice; Reamer, Boundary issues in social work: Managing dual relationships; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Role play; Experiential class exercises; Class discussion	Mid-term assignment - Reflection in Practice	Asynchronous #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714) <i>Knowledge Values Skills C-A Processes</i>	I	Yalom, Ch. 2: Avoid diagnosis; Ch. 9: Acknowledge your errors; Ch. 53: Take notes of each session; Ch. 64: Never be sexual with patients	NASW Code of Ethics; Chapman et al: What we bring to practice; Bolen, Managed care and evidence-based practice: The untold story; Reisch & Lowe, Of means and ends revisited: Teaching ethical community organizing in an unethical society	Experiential class exercises; Role play; Class discussion	Final assignment: Linda		
Fieldwork III (SWK 773) <i>Skills C-A Processes</i>				Case discussion, Role plays	Process recordings		Field visit Fieldwork evaluation

Fieldwork IV (SWK 774) <i>Skills C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-V	Hepworth et al., Ch. 1: Operationalizing the cardinal social work values; Ch. 18: managing barriers to change; Friere, Pedagogy of the oppressed; Turner, Ch. 3: Client-Centered Theory; Ch. 15: Gestalt Theory and Social work Treatment;	NASW Code of Ethics (2017); Fleisher, Countertransference challenges in working with diversity; Hayes et al., Countertransference in successful and unsuccessful cases of psychotherapy; Acker, Social work and managed care; Reamer, Boundary issues in social work: Managing dual relationships; NASW Standards and indicators for cultural competence in social work practice; Lucas, Microaggressions, macroaggressions, and disability; Warde, Enhancing the cultural competency of social work students; Hernandez et al., Vicarious resilience; Wagaman, The role of empathy in burnout; Senreich, A Gestalt approach to social work practice; Clemens, A feminist group for women rape survivors; Leitz, Strenths-based group practice; Salmon & Steinberg, Staying in the mess	Class discussion; Case studies, Experiential exercises	Midterm Assignment - Reflection in Practice; Submission of process recordings	Asynchronous #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>C-A Processes</i>	I, VI	Yalom, Ch. 9: Acknowledge your errors; Ch. 12: Engage in personal therapy; Ch. 20: Use your own feelings as data	Abbott; Understanding transference & countertransference; Foster, The clinician's cultural countertransference; Baum, Therapists' responses to treatment termination; Gelman, MSW students' experience with termination	Experiential class exercises; Class discussion	Final assignment: Linda	Asynch. 2: Community Organization	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion, Role plays	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge Skills C-A Processes</i>	I-V	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 1: Operationalizing the cardinal social work values	NASW Code of Ethics; Acker, Social work and managed care; Reamer, Boundary issues in social work: Managing dual relationships; NASW Standards and indicators for cultural competence in social work practice; Wagaman, The role of empathy in burnout; Wahab, Motivational interviewing; Clemens, A feminist group for women rape survivors; Salmon, Staying in the mess; Turner, Concepts for effective facilitation of open groups.	Class discussion; Case presentations	Submission of process recordings	Asynchronous #1 ATTC eLearning 4-hour SBIRT training	
Adv. Practice IV (SWK 714) <i>Knowledge Values C-A Processes</i>	I, VI	Yalom, Ch. 53: Take notes of each session; Ch. 64: Never be sexual with patients; Ch. 84: Beware the occupational hazards		Class discussion	Final assignment; Linda		
Fieldwork III (SWK 773) <i>Skills C-A Processes</i>				Role plays Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 4: Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge Values</i>	II-IV	NASW Code of Ethics (2017)	Battista-Freeze, the high-tech social worker – myth or reality?	Class discussion		Asynch #1 – ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714) <i>Knowledge Values</i>	I		ASWB, Model regulatory standards for technology and social work practice; Barsky, Social work and technology; Simpson, Staying in touch in the digital era	Case examples, Class discussion			
Fieldwork III (SWK 773) <i>Skills C-A Processes</i>				Class discussion, Case discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 5: Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-V	Hepworth, Ch. 1: Operationalizing the cardinal social work values; Kadushin & Harkness, Ch. 4: Educational supervision; Freire, Pedagogy of the oppressed;	NASW Code of Ethics (2017); Furman, Ethical considerations of evidence-based practice; Hernandez et al., Vicarious resilience; Wagaman, The role of empathy in burnout; Doel, Difficult behavior in groups		Submission of process recordings; Mid-term Assignment, Reflection in Practice	Asynch #2, Pedagogy of the Oppressed	
Adv. Practice IV (SWK 714) <i>Knowledge</i> <i>Values</i> <i>C-A Processes</i>	I	Kadushin & Harkness, Ch. 6: Supportive supervision;	Bruce & Austin, Social work supervision; Kadushin, What's wrong, what's right with social work supervision	Class discussion	Final assignment: Linda		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 2- ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE							
Behavior 6: Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>C-A Processes</i>	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions, and disability; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Case presentations; experiential exercises	Midterm paper, Reflection in Practice	Asynch #2, Pedagogy of the Oppressed	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IC	Hoefer, Ch. 3: Getting Involved; Ch. 4: Understanding the Issue	Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises, Case discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large groups class discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 7: Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Fleischer, Counter-transference challenges in working with diversity; Hayes et al., Counter- transference in successful and unsuccessful cases of psychotherapy; Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Case studies; Review of process recordings; Role play	Submission of process recordings; Midterm paper, Reflection in Practice; Final Paper, Case of J.	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch #2 – Pedagogy of the Oppressed	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i>	1B IC	Hofer, Ch. 1: Unified model for advocacy Practice; Ch. 2: Social justice and advocacy	Figueroa-McDonough, Policy practice: The neglected side of social work intervention; Clark, Dark Ghetto	Class discussion	Dark Ghetto written assignment		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises, Small group discussion, Role play	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 8: Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>C-A</i> <i>Processes</i>	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Hayes et al., Counter- transference in successful and unsuccessful cases of psychotherapy; Fleischer, Countertransference challenges in working with diversity; Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory Lucas, Microaggressions, macro- aggressions, and disability; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Experiential exercises; Case discussion; Role play	Midterm paper, Reflection in Practice	Asynch #1 – Pedagogy of the Oppressed	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i>	3	Hoefer, Ch.7: Presenting your information effectively	Clark, Dark Ghetto; NASW Code of Ethics; IFS/IASSW Statement of Principles	Small group activity: Ethical dilemmas	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Experiential exercises; Case discussion, Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE							
Behavior 9: Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729) <i>Knowledge</i> <i>Values</i>	VIII	Hasenfeld, Ch. 6: Organizations forms as moral practices	NASW Code of Ethics, Sections 2,3,& 6: Council on Accreditation Standards for Risk Management			Assignment #5- Mission Accomplished or Nonprofits go out of business	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IC	Hofer, Ch. 3: Getting Involved; Ch. 4: Understanding the Issue	Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion, Case discussion, Small group discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large groups discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 10: Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729) <i>Knowledge</i>	III	Hasenfeld, Ch. 10: Leadership styles & leadership change in human & community service organizations; Patti, Ch. 6: Organizational climate & culture and performance in the human services; Ch. 7, Leadership & performance in Leadership Organizations; Ch. 18 Nonprofit boards.					
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II	Hoefler, Ch. 5: Planning in advocacy practice	Domanski, Prototypes of social work political participation: an empirical model; Hamilton & Fauri, Social workers' political participation: Strengthening the political confidence of social work students; Clark, Dark Ghetto; NASW Code of ethics	Small group activity: 2 minute elevator speech; Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 4: - ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE							
Behavior 11: Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge Values Skills</i>	I,II, IV, V	Corcoran & Walsh: Ch. 1: Diagnosis and the social work profession; Ch. 2: Biopsychosocial risk and resilience and strengths Assessment; DSM-5: Intro	Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi: Positive psychology; Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness	Role plays; Experiential exercises	Term paper	Asynchronous assignment- case study of Daisy	
Adv. Practice III (SWK 713) <i>Knowledge Values Skills</i>	I, III- V	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 4: Cognitive behavior theory, Ch. 5.:Cognitive theory	Acker, Social work and managed care; Adams et al., Limitations of evidence-based practice for social work education; Wahab, Motivational interviewing and social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values: A critical analysis	Case discussion; Discussion of readings	Final Paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745) <i>Knowledge Values C-A Processes</i>	IV	Hoefler, Ch. 8: Electronic advocacy; Ch. 9. Evaluating advocacy	Scott et al., Social media and child welfare: Policy, training, the risks and benefits from an administrator's perspective; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		
Research II (SWK 747) <i>Knowledge Values Skills C-A Processes</i>	I,II, III, IV	Rubin & Babbie, Ch. 1: Why study research; Ch. 2:Evidence-based practice; Ch. 4: Factors influencing Research Process; Ch. 6: Culturally Competent Research; Ch. 7: Problem Formulation; Ch. 11: Sampling: Quantitative and Qualitative Approaches Ch. 12: Experiments and Quasi-Experiments; Appendix A&B.	Veronese et al., Family quality of life and child psychological well-being in Palestine;y. Gewirtz, Hart-Shegos & Medhanie: Psychosocial status of homeless children and youth in family supportive housing	Class discussions and exercises	Written Assignment 1 (Step I of research proposal): Formulation of the Problem Reflective Research Diary		

FieldworkIII (SWK 773) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Group discussions	Process recordings		Field visit; Field eval
FieldworkIV (SWK 774) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Group discussions	Process recordings		Field visit; Field eval

Behavior 12: Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	III, IV	Herman, Trauma and Recovery; Lehman College SBIRT and motivational interviewing manual	Acker, Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era; Adams et al., Limitations of evidence-based practice for social work education	Discussion of readings; Case discussion	Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Skills</i>	IV	Hoefer, Ch. 9: Evaluating advocacy, Ch.10: Ongoing monitoring		Small group activity: Evaluation; Class discussion	Capstone		
Research II (SWK 747) <i>Knowledge</i> <i>Skills</i>	IV	Rubin & Babbie: Ch. 3 Quantitative; Qualitative and Mixed Methods of Inquiry		Class Discussion and exercises	Written Assignment 2 (Step II of research proposal): Abbreviated Literature Review		

Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, Small group discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 13: Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Skills</i>	I, II, IV, V	Corcoran & Walsh: Ch. 2, Bio-psycho-social: Risk and resilience and strengths assessment.	Deegan: Recovery as a journey of the heart; Ware, Tugenberg & Dickey: Practitioner relationships and quality of care for low-income persons with serious mental illness; Sells et al.: Recovering the self in schizophrenia an integrative review of qualitative studies; Zayas et al.; Understanding suicide attempts by Hispanic adolescent females.	Role plays Experiential exercises	Term paper	Asynchronous assignment- case study of Daisy	
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	III, IV	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery	Acker, Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era; Adams et al., Limitations of evidence-based practice for social work education	Discussion of readings	Final paper, Case of J	Asynch 1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745) <i>Knowledge</i> <i>C-A Processes</i>	III	Hoefer, Ch. 7: Presenting your information effectively	Pritzker & Burnwell, Promoting election related policy practice among social work students	Small group activity: Evaluation; Class discussion	Capstone		

Research II (SWK 747) <i>Skills</i>	VII, VIII			In-class research laboratory	Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Large group discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Behavior 14: Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729) <i>Knowledge</i>	II	Hasenfeld, Ch. 21: Organizational change in human service organizations; Light, Ch. 2: Logic of investment; Ch. 3: The state of nonprofit capacity building; Ch. 4: The case for capacity building. Patti, Ch 4: Structure & financing of human service organizations.	McKinsey, Capacity analysis matrix; Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process.		Midterm: Organizational life cycle & organizational profile	Assignment #3- The state of nonprofit capacity building	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III	Hoefer, Ch. 6: Advocating through education, persuasion, and negotiation	Israel et al., Community based participatory research: a capacity building approach for policy advocacy aimed at eliminating health disparities; Clark, Dark Ghetto	Class discussion	Capstone Dark Ghetto written assignment	Communities assignment	

Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	II, IV	Kadushin & Harkness, Preface & Chapter 1: History, definition, and significance; NASW & ASWB: Best practice standards in social work supervision.	Brashears, Supervision & social work practice: A reconceptualization.	Discussion: Ethics & Supervision.	Paper Assignment I: Agency supervision Process Analysis. Paper Assignment II: Case Scenario. Group Oral Presentation # 1: The NASW Code of Ethics and supervision.		
Administration (SWK 729) <i>Knowledge</i>	II	Hasenfeld, Ch. 21: Organizational change in human service organizations. Light, Ch. 2: Logic of investment; Ch.3: The state of nonprofit capacity building; Ch. 4: The case for capacity.	McKinsey, Capacity analysis matrix. Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process.		Midterm: Organizational life cycle & organizational profile.	Assignment #3: The state of nonprofit capacity building.	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Skills</i>	IV	Hoefler, Ch. 9: Evaluating advocacy; Ch.10: Ongoing monitoring		Class discussion		Communities assignment	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 16: Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	V,VI	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation		Discussion & Role play: Diversity scenarios in supervision	Group Oral Presentation Assignment # 3- Issues of diversity in supervision	Asynchronous Assignment- Supervision Diary	
Administration (SWK 729) <i>Knowledge</i>	I, II	Patti, Ch. 3: Human service, administration and organizational development; Ch.4: Structure and financing of human service organizations Light, Ch 6: The spiral of sustainable excellence. Simon, The five stages of nonprofit organizations. Patti, Ch.4 Structure and financing of human service organizations.	Bailey & Grochau, Aligning leadership needs to the organizational stage of development: Applying management theory to nonprofit organizations		Midterm assignment: Organizational lifecycle & capacity profile.	Assignment #1: Muslim Women's Institute & Life Stage Model Application; Assignment #3: Discussion of Field Agency Capacity	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III	Hoefler, Ch. 6: Advocating through education, persuasion, and negotiation	Guo & Saxton, Tweeting social change: How social media are changing nonprofit advocacy; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	

Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES							
Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	II	Corcoran, & Walsh, Ch. 2, Biopsychosocial risk and resilience and strengths assessment.	Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness. Seligman & Csikszentmihalyi: Positive psychology: An introduction.	Role Plays; Experiential exercises	Term paper	Asynchronous assignment- case study of Daisy	Midterm exam Final exam
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>C-A Processes</i>	III, IV	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery	Lucas, Microaggressions, macroaggressions, and disability; Joseph & Murphy, Trauma: A unifying concept for social work	Class discussion; Case examples; Discussion of readings	Midterm, Reflection in Practice; Final Assignment, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	I-III	Yalom, Ch. 76: CBT is not what it's cracked up to be;	Nelson et al.: Building value-based partnerships; Watts et al.: Community participation in the development of	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory	

<i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>		Netting, et al., Ch. 5, Understanding Communities; Nichols, Ch.5, Bowen family systems therapy; Ch. 6, Strategic family therapy; Ch. 7, Structural family therapy	services; Brown, Bowen family systems theory and practice			Asynch 2: Community Organization	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Skills</i>	II, IV	Corcoran,&Walsh: Ch.2, Biopsychosocial Risk and Resilience and Strengths Assessment.	Zayas et al.: Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises	Term paper	Asynchronous assignment- case study of Daisy	
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	III	Lehman College SBIRT and motivational interviewing manual; Yalom, The gift of therapy	Mattsson, Intersectionality as a useful tool; Lucas, Microaggressions, macroaggressions, and disability; Eaton, Come as you are! Creating community with groups	Role play; Experiential exercises	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch #2. Pedagogy of the Oppressed	

Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	I-III	Netting, Ch. 3, Engaging with diverse populations; Nichols, Ch. 4, The fundamental concepts of family therapy	Foster, The clinician's cultural countertransference; Athanassiadou, Preparing the child facing surgery; McPhatter & Ganaway, Beyond he rhetoric: Strategies for implementing culturally effective practice with children, families and communities; Crawford & Johnson, Mothers vs. the Board of Education	Class discussion, Role plays, Experiential exercises, Case examples	Final Assignment: Linda	Asynch 2: Community Organization	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A</i> <i>Processes</i>				Dramatization of process recordings and Class discussion	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.							
Behavior 19: Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	III - X	Corcoran & Walsh: Ch. 3: Autistic Spectrum Disorder; Ch. 4: Neuro-developmental Disorders, ADHD; Ch. 5: Schizophrenia; Ch. 6: Bipolar disorders; Ch.7:Depressive Disorders; Ch. 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders;Ch. 9: Eating Disorders; Ch . 10: Oppositional Defiant Disorder and Conduct Disorder. Ch. 11:Substance-Related and Addictive Disorders Ch. 12: Neurocognitive Disorders.Ch.13: Borderline Personality Disorders.	Pratt et al.: Psychosocial rehabilitation of older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery; Sells et al.: Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies; NASW Standards and indicators for cultural competence in social work practice;	Role plays; Experiential exercises	Term paper	Asynchronous assignment- Daisy	
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, V, VI	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 3: Client-centered theory and the person-centered approach: Values-based, evidence supported	Gitterman & Knight, Empowering clients to have an impact on their environment; Joseph & Murphy, Trauma: A unifying concept for social work; Lietz, Strengths-based group practice: Three case studies; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients	Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, III	Netting, Ch.6, Assessing communities Nichols, Ch. 11, Family therapy in the 21 st century	Pine & Drachman, Effective child welfare practice with immigrant and refugee children and their families; Bowen, Family systems theory and practice: Illustration and critique	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory; Asynch 2: Community Org.	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>			Role play, Class discussion	Process recordings			Field visit; Field eval

Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>			Case discussions, class discussions	Process recordings			Field visit; Field eval
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Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	III - X	DSM-5: Personality Disorders, Corcoran, & Walsh, Ch.13, Borderline personality disorders, DSM-5:Neuro-developmental disorders; Disruptive, impulse control, and conduct disorders; Schizophrenia spectrum and other psychotic disorders; Depressive disorders, bipolar and related disorders; Neuro-cognitive disorders	Deegan: Recovery as a journey of the Heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction; Pratt et al., Psycho-social rehabilitation in older adults with serious mental illness; Zayas et al., Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises; Discussion of readings	Term paper	Asynchronous assignment- Daisy	Midterm exam Final exam
Adv.Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I, III, IV VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 23: Oppression theory and social work treatment	Salas et al., Critical theory; Yosso, Whose culture has capital?; Covington, Women and addiction; Gitterman & Knight, Empowering clients to have an impact on their environment; Joseph & Murphy, Trauma: A unifying concept for social work; Joseph & Murphy, Trauma: A unifying concept for social work; Knight, Trauma-informed social work practice.	Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1; ATTC eLearning 4 hour SBIRT training	

Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II	Netting, Ch. 5, Understanding communities; Nichols, Ch.5, Bowen family systems therapy; Ch. 6, Strategic family therapy; Ch. 7, Structural family therapy	Bennun, Evaluating family therapy: A comparison of the Milan and problem-solving approaches; Brown, Family systems theory and practice; Minuchin et al., The teenager who is a liar: Helping a family redefine its story	Class discussion; Case examples	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Social Work Research II (SWK 747) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I, II, III	Rubin & Babbie: Ch. 2, Evidence-based practice; Ch. 6, Culturally competent research; Ch. 7, Problem Formulation	Veronese, Fiore, Castiglioni, & Natour: Family quality of life and child psychological well-being in Palestine: A pilot case study; Gewirtz, Hart-Shegos, & Medhanie: Psychosocial status of homeless children and youth in family supportive housing.	Class Discussions, In-Class Research Laboratory	Written Assignment 2 (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Small and large groups discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	I, II	Corcoran & Walsh, Ch 1, Diagnosis and the Social Work Profession; Ch. 2, Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Introduction	Deegan: Recovery as a journey of the heart. Ware et al.; Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction.	Role plays; Experiential exercises	Term paper	Asynchronous assignment- Daisy	
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III, V, VI	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 9: Empowerment approach to social work treatment, Ch. 23: Oppression theory and social work treatment	Gitterman & Knight, Empowering clients to have an impact on their environment; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Eaton, Come as you are! Creating community with groups; Lietz, Strengths-based group practice;	In-class exercise; Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, III, IV	Netting, Ch. 6, Assessing communities; Ch. 10, Selecting appropriate strategies and tactics	McPhatter & Ganaway, Beyond the rhetoric: Strategies for implement culturally effective practice with children and communities; Hardina, The use of dialogue in community organization practice; Nelson et al., Building value-based partnerships: Towards solidarity with oppressed groups	Small group exercise; Class discussion; Case examples	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Social Work Research II (SWK 747) <i>Knowledge</i> <i>Skills</i>	VI, VII, VIII	Rubin & Babbie: Ch. 13, Single case evaluation designs; Ch. 14, Program evaluation	Cooper: Treatment of a client with obsessive-compulsive disorder. <i>Social Work Research and Abstracts.</i>	Class Discussions, In-class research laboratory	Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written		

					Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, IV VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment, Ch. 23, Oppression theory and social work treatment	Lucas, Microaggressions, macroaggressions, and disability; Gitterman & Knight, Empowering clients to have an impact on their environment; Kelly & Gates, Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse; Wahab, Motivational interviewing and social work practice	Class exercise; Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch 2 – Pedagogy of the Oppressed	
Adv. Practice II	II, III	Netting, Ch. 9, Building support for the proposed	Pine & Drachman, Effective child welfare practice with	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family	

(SWK 714) Knowledge Values Skills C-A Processes		change; Ch. 10, Selecting appropriate strategies and tactics; Nichols, Family therapy in the 21 st century	immigrant and refugee children and their families; Watts, et al., Community participation in the development of services			Systems Theory Asynch 2: Community Organization	
Social Work Research II (SWK 747) Knowledge Values Skills C-A Processes	II, VI	Rubin & Babbie, Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally competent research; Ch. 13: Single Case Evaluation Designs; Ch. 14: Program evaluation	Cooper, Treatment of a client with obsessive-compulsive disorder. <i>Social Work Research and Abstracts</i> ; NASW, <i>Code of ethics</i>	Class Discussions, In-class Research laboratory	Written Assign. 1: (Step I of research proposal): Formulation of the Problem Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review Written Assignment 3: (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary	Asynchronous assessment: Human subjects research	
Fieldwork III (SWK 773) Skills C-A Processes					Role play, class discussion	Process recordings	Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) Skills C-A Processes					Role play, class discussion	Process recordings	Field visit Fieldwork evaluation

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 23: Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, IV VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment	Gitterman & Knight, Empowering clients to have an impact on their environment; Knight, Groups for individuals with traumatic histories; Eaton, Come as you are! Creating community with groups; Boscarino, Community disasters. Psychological traumas, and crisis intervention; Joseph & Murphy, Trauma: A unifying concept for social work; Wahab, Motivational interviewing and social work practice; Covington, Women and addiction: A trauma-informed approach	Case discussions; Class exercises	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	ATTC eLearning 4 hour SBIRT training;	
Adv. Practice IV (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV	Netting, Ch. 10, Selecting appropriate strategies and tactics; Ch. 11, Planning and implementing the intervention	Adamo & DeFalco, The role of play in the psychotherapy of a child suffering from cancer; Carroll, Play therapy: The children's views; Dripchak, Post-traumatic play: Towards acceptance and resolution; Crawford & Johnson, Mothers vs. The Board of Education	Role play; Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III, IV, V, IX	Schulman, Ch. 3: Preparatory and beginning phases; Ch.12: Trauma, secondary trauma stress, and disaster stress: Helping staff cope; Kadushin & Harkness, Ch.	Hawthorne, Games supervisors play. Kadushin, Games people play in supervision, Dewane, Supervisor, beware: Ethical dangers in supervision	Discussion: Power plays in supervision.	Assignment II: Case Scenario. Group Oral Presentation Assignment: Games People Play in Supervision.	Asynchronous Assignment-Supervision Diary.	

		2: Administrative supervision; Ch.3: Administrative supervision: Problems in implementation; Ch. 7: Problems and stresses in becoming and being a supervisor.			Group Oral Presentation Assignment: Issues of Trauma.		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role Play, class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	III - X	DSM-5: Neurodevelopmental Disorders, Disruptive, Impulse-Control, and Conduct Disorders; DSM-5: Schizophrenia Spectrum and Other Psychotic Disorders; DSM-5: Depressive Disorders, Bipolar and Related Disorders; DSM-5: Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Feeding and Eating Disorders, DSM-5: Trauma and Stressor-Related Disorders; Substance Related and Addictive Disorders;	Deegan: Recovery as a journey of the heart. Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction; Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness; Sells et al.: Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies; Zayas et al.: Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises	Term paper	Asynchronous assignment-Daisy	Midterm exam; Final exam

		Personality Disorders; Neurocognitive Disorders.					
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, IV, VI	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment; Brandler & Roman, Group work: Skills and strategies for effective intervention	Covington, Women and addiction; A trauma-informed approach; Joseph & Murphy, Trauma: A unifying concept for social work; Knight, Trauma-informed social work practice; Wahab, Motivational interviewing and social work practice; Gitterman & Knight, Empowering clients to have an impact on their environment; Eaton, Come as you are! Creating community with groups	Case examples; Class discussion, Discussion of readings	Submission of process recordings; Midterm paper – Reflection in Practice; Final paper, Case of J	ATTC eLearning 4 hour SBIRT training; Asynch 2 – Pedagogy of the Oppressed	
Adv. Practice IV (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, III	Netting, Ch. 5, Understanding communities; Nichols, Ch. 3, Basic techniques of family therapy	Clauson et al., For as long as it takes: Relationship-based play therapy for children in foster care; Minuchin et al., The teenager who was a liar: Helping a family redefine its story	Class exercise; Case examples	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	VI, VII, IX	Kadushin & Harkness, Ch. 4: Educational supervision: Definition, differentiation, content, and process; Ch. 5: Principles and problems in implementing educational supervision, Ch. 6: Supportive supervision. Schulman, Ch. 5: Supervisory endings and transitions; Ch. 12: Trauma, secondary trauma stress, and disaster stress: Helping staff cope.	Bennett & Deal, Beginning and endings in social work supervision: The interaction between attachment and developmental processes; Shamai, Using social constructionist thinking in training social workers living and working under threat of political violence.		Paper Assignment II: Case Scenario. Group Oral Presentation: Issues of Diversity in Supervision	Asynchronous Assignment: Supervision Diary	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussion	Process recordings		Field visit Fieldwork evaluation

Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussion	Process recordings		Field visit Fieldwork evaluation
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Behavior 25: Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Skills</i>	I, II, IV, V	Corcoran & Walsh, Ch.1: Diagnosis and the Social Work Profession; Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Introduction	Deegan, Recovery as a journey of the heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Pratt et al., Psycho-social rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Zayas et al., Understanding suicide attempts by Hispanic adolescent females.	Role plays Experiential exercises	Term Paper	Asynchronous assignment- Daisy	
Adv. Practice III (SWK 713) <i>Knowledge</i> <i>Skills</i>	IV, VI	Lehman College SBIRT and motivational interviewing manual	Wahab, Motivational interviewing and social work practice; Boscarino, Community disasters, psychological traumas, and crisis intervention	Case examples; Class discussion; Group exercises	Submission of process recordings	ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV		Bronstein, A model for inter-disciplinary collaboration; Hall, Interprofessional teamwork: Professional cultures as barriers; Molyneux, Interprofessional teamworking: What makes teams work well	Class discussion, Case examples	Final assignment: Linda	Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i>	V	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative			Paper Assignment I: Agency supervision Process Analysis		

		supervision: Problems in implementation.					
Administration (SWK 729) <i>Knowledge</i>	VI	Patti, Ch. 21 Building community partnership & networks.					
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation

Behavior 26: Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Skills</i>	I, II, IV, V	Corcoran & Walsh, Ch.1: Diagnosis and the Social Work Profession; Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Intro	Deegan, Recovery as a journey of the heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness. Zayas et al., Understanding suicide attempts by Hispanic adolescent females	Role plays; Experiential exercises	Term paper	Daisy	
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, VI	Helpworth et al., Ch. 11: Intervening in social work groups.	NASW Standards and indicators for cultural competence in social work practice; Sue et al., Racial micro-aggressions in everyday life; Warde, The cultural genogram; ; Flynn & Hassan, Critical race theory	Role plays; Class discussion	Process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Async: #2: Pedagogy of the Oppresses	

Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, III, IV	Netting, Ch. 11, Planning and implementing the intervention; Nichols, Ch. 11, Family therapy in the 21 st century	Pine & Drachman, Effective child welfare practice with immigrants and refugee children and their families; McPhatter & Ganaway, Beyond the rhetoric; Cohen, Strategies for implementing culturally effective practice with children, families and communities; Boland & McCallum, Neighborhood and community mobilization in high-poverty inner city neighborhoods	Case examples	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	V, VI	Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation.			Paper Assign II: Case Scenario Group Oral Presentation: Issues of Diversity in Supervision	Supervision Diary.	
Admin (SWK 729) <i>Knowledge</i>	V	Patti, Ch. 21 Building community partnership & networks					
Field III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play	Process recordings		Field visit Field eval
Field IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play	Process recordings		Field visit Field eval

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Skills</i>	II-VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 1: Attachment theory and social work treatment; Yalon, The gift of therapy;	Wahab, Motivational interviewing and social work practice; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Senreich, A Gestalt approach to social work practice; Kelly & Gates, Using the strengths perspective in	Role plays; experiential exercises	Submission of process recordings; Final paper, Case of J	ATTC eLearning 4 hour SBIRT training	

		Brandler & Roman, Group work: Skills and strategies for effective intervention; Herman, Trauma and recovery	social work interviews with young adults experiencing childhood sexual abuse; Covington, Women and addiction; Knight, Groups for individuals with traumatic histories				
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV, V	Netting, Ch. 12, Monitoring and evaluation the intervention	Anthony & Pagano, The therapeutic potential for growth during the termination process; Ericson & Bombry, Therapeutic termination with the early adolescent who has experienced multiple losses.	Role play; Case examples; Experiential exercise	Final assignment: Linda		
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	VI, VII, X	Kadushin & Harkness, Ch. 4: Educational supervision; Ch. 5: Principles and problems in implementing educational supervision; Schulman, Ch. 5: Supervisory endings and transitions.	Bennett & Deal, Beginnings and endings in social work supervision: The interaction between attachment and developmental processes.	Role play: An evaluation conference.	Group Oral Presentation: Evaluation	Asynchronous Assignment: Supervision Diary.	
Administration (SWK 729) <i>Knowledge</i>	I, III	Simon, Ch. 3: Examples, analysis & advise. Hasenfeld, Ch. 10: Leadership styles and leadership change in human service and community service organizations.				Assignment 5: Mission Accomplished or Nonprofits go out of business	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises	Process recordings		Field visit Field eval
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES							
Behavior 28: Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge Skills</i>	II, IV, V, VIII	DSM-5, Substance related and addictive disorders; Corcoran & Walsh, Ch. 11: Substance-related and addictive disorders.	Ware et al., Practitioner relationships & quality of care for low-income persons with serious mental illness; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery. Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Sells et al.: Recovering the Self in Schizophrenia: An integrative review of qualitative studies.	Role plays, Experiential exercises	Term paper	Asynchronous assignment- Daisy Term Paper	Midterm exam Final exam
Adv. Practice I (SWK 713) <i>Knowledge Values Skills C-A Processes</i>	II-V	Lehman College SBIRT & motivational interviewing manual; Turner, Ch. 4: Cognitive behavior theory and social work treatment; Ch. 5: Cognitive theory and social work treatment	Holosko et al., Ethical guidelines for designing and conducting evaluations of social work practice; Wahab, Motivational interviewing and social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Class discussion; Group exercises	Submission of process recordings; Midterm paper – Reflection in practice	ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714) <i>Knowledge</i>	II, IV	Netting, Ch. 12: Monitoring and evaluating the intervention; Nichols, Ch. 15, Research on family intervention	Asen, Outcome research in family therapy	Class exercise		Asynch 2: Community Organization	
Administration (SWK 729) <i>Knowledge Skills</i>	I, VII	Light, Ch. 6: The spiral of sustainable excellence	Council on Accreditation, Standards for Risk Management		Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment.	Assignment 1: Life stage of Muslim Women's Institute	

Social Work Research II (SWK 747) <i>Knowledge Skills</i>	IV	Rubin & Babbie: Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 4: Factors Influencing the Research Process; Ch. 12 Experiments and Quasi-Experiments; Ch. 13: Single Case Evaluation Designs			Written Assign. 2 (Step II of research proposal): Abbreviated Lit. Review. Written Assign.3 (Step III of Research Proposal): Project Description and Final Research Proposal.		
Fieldwork III (SWK 773) <i>Skills C-A Processes</i>				Small group exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills C-A Processes</i>				Small group exercises	Process recordings		Field visit Fieldwork evaluation

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge Skills</i>	II, IV, V	Corcoran, & Walsh, Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment,	Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery. Pratt et al. Psychosocial: rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Sells et al.: Recovering the Self in	Role plays; Experiential exercises	Term paper	Asynchronous assignment-Daisy	Midterm exam; Final exam

			Schizophrenia: An Integrative Review of Qualitative Studies.				
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, V	Turner, Ch. 4: Cognitive behavior theory and social work treatment; Ch. 21: Narrative theory and social work treatment	Holoko et al., Ethical guidelines for designing and conducting evaluations of social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Case examples; Group exercises	Submission of process recordings; Midterm paper – Reflection in practice; Final paper, case of J	ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV	Netting, Ch. 12: Monitoring and evaluating the intervention	Bennun, Evaluating family therapy: A comparison of the Milan and problem-solving approaches	Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Administration (SWK 729) <i>Knowledge</i>	III, V, VII	Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organizations; Ch. 16: Human services as “race work”? Historical lessons and contemporary challenges of Black providers. Patti, Ch. 6: Organizational climate and culture and performance in the human services; Ch. 7: Leadership and performance in human service organizations; Ch. 10: Motivating work performance in human services organizations; Ch. 14: Managing for diversity and	Mallow, Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce; Council on Accreditation, Standards for Risk Management				

		empowerment in human service agencies.					
Research II (SWK 747) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	II, III, IV	Rubin & Babbie, Ch. 4: Factors Influencing the Research Process; Ch. 6: Culturally competent research; Ch. 7: Problem Formulation	Veronese, Fiore, Castiglioni, & Natour: Family quality of life and child psychological well-being in Palestine: A pilot case study; Gewirtz, Hart-Shegos, & Medhanie: Psychosocial status of homeless children and youth in family supportive housing		Written Assign 1 (Step I of research proposal) Formulation of the Problem. Written Assign 2 (Step II of research proposal): Abbreviated Lit. Review. Written Assign 3 (Step III of research proposal): Project Description and Final Research Proposal.		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 30: Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments							
Course and Dimension(s)	Units	Text	Reading	Class Participation	Assignments	Asynchronous Assignments	Exams
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Skills</i>	II	Nichols, Ch. 15, Research on family intervention	Deacon & Piercy, Qualitative methods in family evaluation: Creative assessment techniques; Crawford & Johnson, Mothers vs. The Board of Education	Analytic discussion of readings		Asynch 2: Community Organization	

Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	X	Kadushin & Harkness, Ch. 8: Evaluation; Ch. 10: Problems and innovations. Schulman, Ch. 7: Evaluation function of supervision.			Paper Assignment I: Agency supervision Process Analysis. Group Oral Presentation: Evaluation.		
Administration (SWK 729) <i>Knowledge</i> <i>Skills</i>	IV	Patti, Ch. 9, Developing information technology applications; Ch. 16, Program planning and management; Ch. 19: Managing financial resources.	Foundation Center, foundationcenter.org/about-us		Proposal Assignment		
Research II (SWK 747) <i>Skills</i> <i>C-A Processes</i>	VII			In class research laboratory	Written Assignment 1 (Step I of research proposal): Formulation of the Problem. Written Assignment 2 (Step II of research proposal): Abbreviated Literature Review. Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary		
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small group discussion	Process recordings		Field visit Field eval

Behavior 31: Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice II (SWK 714) <i>Knowledge</i>	II, III	Nichols, Ch. 15, Research on family intervention	Celinska et al., An outcome-based evaluation of functional family therapy for youth with behavioral problems; Papineau, Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization	Class discussion, Case examples		Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	X	Kadushin & Harkness, Ch. 8: Evaluation; Ch. 10: Problems and innovations. Schulman, Ch. 7: Evaluation function of supervision.			Paper Assignment I: Agency supervision Process Analysis. Group Oral Presentation: Evaluation.		
Administration (SWK 729) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, VII, VIII, IX	Patti, Ch. 23: Practitioners' views on the future of human services management	Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process. Council on Accreditation, Standards for Performance Quality Improvement. Council on Accreditation, Standards for risk management		Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment.	Asynchronous Assignment #5: Mission Accomplished or Nonprofits go out of business.	

Research II (SWK 747) <i>Skills</i> <i>C-A Processes</i>	VIII			In class research laboratory	Written Assignment 1 (Step I of research proposal): Formulation of the Problem. Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review. Written Assignment 3: (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary.		
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 10: DEMONSTRATE THE ABILITY TO PROVIDE DIRECT SERVICES TO DIVERSE CLIENT SYSTEMS WITHIN COMPLEX URBAN ENVIRONMENTS							
Behavior 32: Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-III, V	Turner, Ch, 15, Gestalt theory and social work treatment	Marsh, Social justice: Social work’s organizing value; Mattsson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection; Fleisher, Countertransference challenges in working with diversity; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions and disability; NASW Standards and	Experiential exercises; Class discussion; Discussion of readings	Submission of process recordings; Midterm paper, Reflection in Practice;	Asych #2, Pedagogy of the Oppressed	

			indicators for cultural competence; Sue et al., Racial microaggressions in everyday life; Warde, the cultural genogram Yosso, Whose culture has capital? Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Senreich. A gestalt approach to social work practice		Final paper, Case of J		
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, IV	Nichols, Ch. 11, Family therapy in the 21 st century	Walby et al., Intersectionality: Multiple inequalities in social theory; Cronin & King, Power, inequality and identification: Exploring diversity and intersectionality amongst older LGBT adults	Class discussion, Experiential exercises	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>C-A Processes</i>	1C	Hofer, Ch. 4 Understanding the issue	NASW Code of Ethics; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play, small group discussion	Process recordings		Field visit & eval
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, small group discussion	Process recordings		Field visit & eval

Behavior 33: Using the value of cultural humility, provide culturally sensitive services in urban settings.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-III, V		Mattsson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection; Furman, Ethical considerations of evidence-based practice; Abrams & Moio, Critical race theory and cultural competence: Dilemma in social work education; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions, and disability; NASW, Standards and indicators for cultural competence in social work practice; Sue et al., Racial microaggressions in everyday life; Warde, The cultural genogram; Yosso, Whose culture has capital?; Berzoff, Why we need a biopsychosocial perspective	Case examples; experiential exercises; Class discussion	Midterm Paper #2 – Reflection in practice	Asynch #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I, III	Netting, Ch. 3: Engaging with diverse populations	Fisher-Borne, From mastery to accountability: Cultural humility as an alternative to cultural competence; Yan, Exploring cultural tensions in cross-cultural social work practice; Foster, The clinician's cultural countertransference: The psychodynamics of culturally competent practice; Ross, Notes from the field: Learning cultural humility through critical incidents and central challenges in community-based participatory research	Class discussion, Experiential exercises	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role plan, class discussion	Process recordings		Field visit; Fieldwork eval
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork eval

Behavior 34: Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707) <i>Knowledge</i> <i>Skills</i>	VI, VII	DSM-5: Trauma and stressor-related disorders; Corcoran & Walsh, Ch. 8: The anxiety, obsessive-compulsive and trauma and stressor related disorders; Ch. 9: Eating disorders	Straussner & Phillips, Ch 1: Social work interventions in the context of mass violence	Role plays; Experiential exercises	Term paper	Asynchronous assignment- Daisy	Midterm exam; Final exam
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Skills</i>	IV, VI	Herman, Trauma & Recovery	Covington, Women & addiction: A trauma-informed approach; Hernandez et al., Vicarious resilience; Joseph & Murphy, Trauma: A unifying concept for social work; Kelly & Gates, Using the strengths perspective in social work interviews with young adults who have experienced childhood sexual abuse; Knight, Trauma-informed social work practice; Knight, Groups for individuals with traumatic histories; Wagaman et al., The role of empathy in burnout; Boscarino, Community disasters, psychological traumas, and crisis intervention	Case examples; Experiential discussion; Discussion of readings	Submission of process recordings; Final paper, Case of J		
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II, V	Nichols, Ch. 11, Family therapy in the 21 st century	Dripchak, Posttraumatic play: Towards acceptance and resolution; Hill, Play therapy with sexually abused children; Ericson & Bombry, Therapeutic termination with the early adolescent who has experienced multiple losses		Final assignment: Linda		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation

Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation
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Behavior 35: Navigate complex social service delivery systems to secure effective resources for diverse client systems.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I, II		NASW Code of Ethics; Lavitt, What is advanced generalist practice: A conceptual discussion; Acker, Social work and managed care	Case examples; Class discussion	Submission of process recordings; Midterm paper – Reflection in practice		
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III	Netting, Ch. 5: Understanding communities; Ch. 6: Assessing communities	Nelson et al., Building value-based partnerships: towards solidarity with oppressed groups		Final assignment: Linda	Asynch 2: Community Organization	
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	V, IX	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision; Schulman, Ch. 12: Trauma, secondary trauma stress & disaster stress: Helping staff cope			Paper Assign. I: Agency Supervision Process Analysis; Oral Group Presentation: Trauma		
Administration (SWK 729) <i>Knowledge</i> <i>Skills</i>	I, III, VI	Simon, The five life stages of nonprofit organizations; Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organizations; Patti, Ch. 7: Leadership and performance in human service organizations, Ch. 18: Nonprofit boards;			Proposal Assignment	Assignment 1: Life stage of Muslim Women's Institute; Assignment #4: Achieving	

		Ch. 21: Building community partnerships and networks.				financial management	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III	Hoefler, Ch. 6: Advocating through education, persuasion, and negotiation	Pritzker & Burnwell, Promoting election-related policy practice among social work students	Class discussion	Capstone	Communities assignment	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises	Process recordings		Field visit Field eval
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Field eval

Behavior 36: Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>C-A Processes</i>	I, III	Freire, Pedagogy of the Oppressed, Ch. 1, 2	Abrams & Moio, Critical race theory and the cultural competence dilemma in social work education; Flynn & Hassan, Critical race theory; Marsh, Social justice: Social work's organizing value	Case examples; Class discussion	Midterm paper, Reflection in practice	Asynch #2, Pedagogy of the oppressed	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, VI		Reisch & Lowe, Of means and ends revisited: Teaching ethical community organizing in an unethical society; Steen, The roots of human rights advocacy and a call to action	Class discussion	Final assignment: Linda	Asynch 2: Community Organization	

Supervision (SWK 727) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV, V	NASW, Code of Ethics	Dewane, Supervisor beware: Ethical dangers in supervision.		Paper Assignment I: Agency supervision Process Analysis; Group Oral Presentation: Issues of Diversity in Supervision		
Administration (SWK 729) <i>Values</i> <i>Skills</i>	VIII	Hasenfeld. Ch. 6: Organizations forms as moral practices	NASW Code of Ethics, Sections 2 ,3, 6		Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment		
Policy Practice (SWK 745) <i>Values</i> <i>C-A Processes</i>	III	Hofer, Ch. 7: Presenting your information effectively	NASW Code of Ethics	Class discussion; Examples from the field	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play	Process recordings		Field visit Field eval

COMPETENCY 11: DEMONSTRATE THE ABILITY TO PROVIDE AGENCY-BASED SUPERVISION AND ASSUME THE ROLE OF AN AGENCY ADMINISTRATOR IN DIVERSE URBAN SETTINGS

Behavior 37: Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency Settings.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727) <i>Knowledge Skills</i>	V, VI, IX	DeGroot, Ch. 5: Strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation; Ch. 4: Educational supervision: Definition, differentiation, content, and process; Shulman, Ch. 4: A work-phase model	Berthold & Fischman, Social work with trauma survivors: Collaboration with interpreters; Noble & Iwrin, Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment.		Oral Group Presentation: Issues of Trauma		
Fieldwork III (SWK 773) <i>Skills C-A Processes</i>				Class discussion	Process recordings		Field visit & eval
Fieldwork IV (SWK 774) <i>Skills C-A Processes</i>				Small and large group discussion	Process recordings		Field visit & eval

Behavior 38: Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	VII, VIII	Kadushin & Harkness Ch. 6: Supportive supervision; Ch. 9: Group supervision; Shulman, Ch. 10: Formal and informal staff groups	Ingram, Emotions, social work practice and supervision: An uneasy alliance? Pisani, Talk to me: Supervisees disclosure in supervision; Reamer, Self-disclosure in social work	Role Play: Group supervision scenario	Paper Assignment I: Agency supervision Process Analysis; Paper Assignment II: Case Scenario	Asynchronous Assignment: Supervision Diary	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 39: Demonstrate the ability to choose and implement strategies to promote effective administration policies.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729) <i>Knowledge</i> <i>Skills</i>	III	Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organization		Discussion about all asynchronous assignments	Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment	#1: Life stage of Muslim Womern's Institute; #2: Stage of development of St. Vincent's Hospital; #3: Discussion of Field Agency Capacity; #4: Achieving financial management; #5: Mission accomplished, or nonprofits go out of business	

Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 40: Model ethical decision-making for agency administration based on social work values and ethics.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729) <i>Values</i> <i>Skills</i>	VIII		NASW, Code of Ethics, Sections 2,3, & 6		Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment	#1: Life stage of Muslim Women's Institute; #2: Stage of development of St. Vincent's Hospital; #3: Discussion of Field Agency Capacity; #4: Achieving financial management; #5: Mission Accomplished, or Nonprofits go out of business	
Fieldwork III (SWK 773) <i>Skills</i> <i>C-A Processes</i>				Experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 12: ASSUME LEADERSHIP ROLES AS AN ADVANCED GENERALIST SOCIAL WORK PRACTITIONER WITHIN THE CONTEXT OF DIVERSE URBAN ENVIRONMENTS							
Behavior 41: Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.							
Course and Dimension(s)	Units	Text	Additional Reading	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	I-IV	Saleebey: Ch. 5, The Strengths Approach to Practice Beginnings; Kadushin & Harkness, Ch. 4: Administrative Supervision; Herman, Trauma & Recovery	Conceptualization of Advanced Generalist Practice in Urban Environments (handout); Carol & Minkler, Freire's message for social workers: Looking back, looking ahead; Lavitt, What is advanced generalist practice? Marsh, Social Justice	Discussion of readings; Case examples	Midterm paper, Reflection in practice	Asynch #2, Pedagogy of the oppressed	
Adv. Practice II (SWK 714) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	III, IV	Netting, Ch. 9, Building support for the proposed change; Ch. 10, Selecting appropriate strategies & tactics; Ch. 11, Planning & implementing the intervention	Nelson et al., Building value-based partnerships: Toward solidarity with oppressed groups; Bent-Goodley, Social work's grand challenges: Mobilizing the profession	Class exercise; Class discussion	Final assignment: Linda	Asynch 2: Community Organization	
Policy Practice (SWK 745) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	II	Hoefler, Ch. 5: Planning in advocacy practice	Domanski, Prototypes of social work political participation: An empirical model; Hamilton & Fauri, Social workers' political participation: strengthening the political confidence of social work students	Class discussion	Capstone	Communities assignment	
Research II (SWK 747) <i>Skills</i>	VII, VIII			In-class research laboratory	Written assignments I, II, III	Asynchronous assign: Human subjects research	
Fieldwork III (SWK 773)				Class Discussion	Process Recordings		Field visit Field eval

Skills C-A Processes							
Fieldwork IV (SWK 774) Skills C-A Processes				Role play, class discussion	Participate in Lobby Day activities; process recordings		Field visit Fieldwork

Behavior 42: Develop knowledge to seamlessly navigate the various levels of practice and assume multiple role simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Policy Practice (SWK 745) Knowledge Skills C-A Processes	IV	Hoefer, Ch. 10 Ongoing monitoring	Scott et al., Social media and child welfare: Policy, training, the risks and benefits from an administrator's perspective	Class discussion	Capstone	Communities assignment	
Fieldwork IV (SWK 774) Skills C-A Processes				Role play, small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 43: Use reflection and self-awareness to contemplate possible leadership roles to pursue.							
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice II (SWK 714) Knowledge Values	I, VI		Holosko, Social work leadership: Identifying core attributes; Chapman e al., What we bring to practice	Experiential exercise	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	

<i>Skills</i> <i>C-A Processes</i>							
Policy Practice (SWK 745) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II	Hoefer, Ch. 5: Planning in advocacy practice	Hamilton & Fauri, Social workers' political participation: strengthening the political confidence in social work students; Dobranski, Prototypes of social work political participation: an empirical model; Clark, Dark Ghetto	Class discussion	Capstone	Communities assignment	
Fieldwork IV (SWK 774) <i>Skills</i> <i>C-A Processes</i>				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

TABLE 2.7: CURRICULUM MATRIX FOR GENERALIST PRACTICE: ADVANCED YEAR PART 2

The following chart demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course Unit(s)	Course content
COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 707 <i>Clinical Assessment</i>	Units I, II	Readings, Class Discussion, Role Plays; Experiential exercises; Term paper; Asynchronous assignment-case study of Daisy; BioPsychosocial Assessment, Midterm and Final Exam
	SWK 713 <i>Advanced Practice III</i>	Units IV, V	Readings, Class Discussions, Case examples; Reflection in Practice; Final Assignment, Case of J; Asynchronous Assignment #1 ATTC eLearning 4-hour SBIRT training
	SWK 714 <i>Advanced Practice IV</i>	Units II	Readings, Class Discussions, Case Examples, Final Assignment: Linda;
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings

	SWK 774 <i>Fieldwork IV</i>		Readings, Class Discussions, Process Recordings
Families	SWK 714 <i>Advanced Practice IV</i>	Units II	Readings, Class Discussions, Case Examples, Final Assignment: Linda; Asynchronous Assignment #1 Family Systems Theory
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Groups	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Role play; Experiential Exercises; Process Recordings; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Communities	SWK 714 <i>Advanced Practice IV</i>	Unit III	Readings, Class Discussions, Case Examples, Asynchronous Assignment #2 Community Organization
	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Role play; Experiential Exercises; Process Recordings; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 729 <i>Administration</i>	Unit VI	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment; Assignment 1: Life stage of Muslim Women's Institute; Assignment #2: Stage of development of St. Vincent's Hospital; Assignment #3: Discussion of Field Agency Capacity; Assignment #4: Achieving

			financial management; Assignment #5: Mission accomplished, or nonprofits go out of business
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Organizations	SWK 729 <i>Administration</i>	Units I, II, III	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Proposal Assignment; Mid-term Assignment: Organizational Life-Cycle and Capacity Profile
	SWK 714 <i>Advanced Practice IV</i>	Unit IV	Readings, Class Discussions, Case Examples, Final Assignment: Linda; Asynchronous Assignment #2 Community Organization
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.			
Individuals	SWK 707 <i>Clinical Assessment</i>	Unit I-X	Readings, Class Discussion, Role Plays; Experiential exercises; Term paper; Asynchronous assignment-case study of Daisy; BioPsychosocial Assessment, Midterm and Final Exam
	SWK 713 <i>Advanced Practice III</i>	Units IV, V	Readings, Class Discussions, Case examples; Reflection in Practice; Final Assignment, Case of J; Asynchronous Assignment #1 ATTC eLearning 4-hour SBIRT training
	SWK 714 <i>Advanced Practice IV</i>	Units II	Readings, Class Discussions, Case Examples, Final Assignment: Linda;

	SWK 747 <i>Social Work Research II</i>	Units I	Readings, Class discussions; In-Class Research Laboratory; Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Families	SWK 714 <i>Advanced Practice IV</i>	Units II	Readings, Class Discussions, Case Examples, Final Assignment: Linda; Asynchronous Assignment #1 Family Systems Theory
	SWK 747 <i>Social Work Research II</i>	Units I	Readings, Class discussions; In-Class Research Laboratory; Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Groups	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Role play; Experiential Exercises; Process Recordings; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 747 <i>Social Work Research II</i>	Units I	Readings, Class discussions; In-Class Research Laboratory; Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings

	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Communities	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Case examples; Reflection in Practice; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 714 <i>Advanced Practice IV</i>	Unit III	Readings, Class Discussions, Case Examples, Asynchronous Assignment #2 Community Organization
	SWK 729 <i>Administration</i>	Unit VI	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment; Assignment 1: Life stage of Muslim Women's Institute; Assignment #2: Stage of development of St. Vincent's Hospital; Assignment #3: Discussion of Field Agency Capacity; Assignment #4: Achieving financial management; Assignment #5: Mission accomplished, or nonprofits go out of business
	SWK 745 <i>Policy Practice</i>	Unit III	Readings, Class Discussions, Examples from the field; Capstone; Asynchronous Communities assignment; Dark Ghetto written assignment
	SWK 747 <i>Social Work Research II</i>	Units I	Readings, Class discussions; In-Class Research Laboratory; Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings

Organizations	SWK 714 <i>Advanced Practice IV</i>	Unit IV	Readings, Class Discussions, Case Examples, Final Assignment: Linda;
	SWK 729 <i>Administration</i>	Units I-V	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment.
	SWK 747 <i>Social Work Research II</i>	Units I	Readings, Class discussions; In-Class Research Laboratory; Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 713 <i>Advanced Practice III</i>	Units IV, V	Readings, Class Discussions, Case examples; Reflection in Practice; Final Assignment, Case of J; Asynchronous Assignment #1 ATTC eLearning 4-hour SBIRT training
	SWK 707 <i>Clinical Assessment</i>	Unit I-X	Readings, Class Discussion, Role Plays; Experiential exercises; Term paper; Asynchronous assignment-case study of Daisy; BioPsychosocial Assessment, Midterm and Final Exam
	SWK 714 <i>Advanced Practice IV</i>	Units II, V	Readings, Class Discussions, Case Examples, Final Assignment: Linda;
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Families	SWK 714	Units II, V	Readings, Class Discussions, Case Examples; Asynchronous Assignment 1: Family Systems Theory

	<i>Advanced Practice IV</i>		
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Groups	SWK 714 <i>Advanced Practice IV</i>	Unit V	Readings, Class Discussions, Case Examples
	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Role play; Experiential Exercises; Process Recordings; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Communities	SWK 714 <i>Advanced Practice IV</i>	Units III, V	Readings, Class Discussions, Case Examples; Asynchronous Assignment 2: Community Organization
	SWK 713 <i>Advanced Practice III</i>	Unit VI	Readings, Class Discussions, Role play; Experiential Exercises; Process Recordings; Asynchronous Assignment 2: Pedagogy of the Oppressed
	SWK 729 <i>Administration</i>	Unit VI	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment; Assignment 1: Life stage of Muslim Women's Institute; Assignment #2: Stage of development of St. Vincent's Hospital; Assignment #3: Discussion of Field Agency Capacity; Assignment #4: Achieving financial management; Assignment #5:

			Mission accomplished, or nonprofits go out of business
	SWK 745 <i>Policy Practice</i>	Unit III	Readings, Class Discussions, Examples from the field; Capstone; Asynchronous Communities assignment; Dark Ghetto written assignment
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
Organizations	SWK 714 <i>Advanced Practice IV</i>	Units IV, V	Readings, Class Discussions, Case Examples; Final Assignment: Linda;
	SWK 729 <i>Administration</i>	Units I-V	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment.
	SWK 745 <i>Policy Practice</i>	Unit III	Readings, Class Discussions, Examples from the field; Capstone; Asynchronous Communities assignment; Dark Ghetto written assignment
	SWK 773 <i>Fieldwork III</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
	SWK 774 <i>Fieldwork IV</i>	Units I, II, III	Readings, Class Discussions, Process Recordings
COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 707 <i>Clinical Assessment</i>	Unit II	Readings, Class Discussion, Role Plays; Experiential exercises; Term paper; Asynchronous assignment—case study of Daisy; Midterm and Final Exam
	SWK 727 <i>Supervision</i>	Units X	Readings, Class Discussions, Power Plays in Supervision; Assignment 2: Case Scenario; Group Oral Presentation: Games People Play in Supervision; Group Oral Presentation Assignment: Issues of Trauma; Asynchronous Assignment—Supervision Diary;

			Paper Assignment II: Case Scenario; Group Oral Presentation: Issues of Diversity in Supervision
	SWK 747 <i>Social Work Research II</i>	Units I-VIII	Readings, Class discussions; In-Class Research Laboratory; Written assignments I, II, III; Asynchronous assign: Human subjects research Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 774 <i>Fieldwork IV</i>	Unit II	Readings, Class Discussions, Process Recordings
Families	SWK 714 <i>Advanced Practice IV</i>	Units II, III, IV	Readings, Class Discussions, Case Examples; Final Assignment: Linda Asynchronous Assignment 1: Family Systems Theory
	SWK 727 <i>Supervision</i>	Units X	Readings, Class Discussions, Power Plays in Supervision; Assignment 2: Case Scenario; Group Oral Presentation: Games People Play in Supervision; Group Oral Presentation Assignment: Issues of Trauma; Asynchronous Assignment—Supervision Diary; Paper Assignment II: Case Scenario; Group Oral Presentation: Issues of Diversity in Supervision
	SWK 747 <i>Social Work Research II</i>	Units I-VIII	Readings, Class discussions; In-Class Research Laboratory; Written assignments I, II, III; Asynchronous assign: Human subjects research Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary

	SWK 774 <i>Fieldwork IV</i>	Unit II	Readings, Class Discussions, Process Recordings
Groups	SWK 727 <i>Supervision</i>	Unit X	Readings, Class Discussions, Power Plays in Supervision; Assignment 2: Case Scenario; Group Oral Presentation: Games People Play in Supervision; Group Oral Presentation Assignment: Issues of Trauma; Asynchronous Assignment—Supervision Diary; Paper Assignment I: Agency supervision Process Analysis. Group Oral Presentation: Evaluation; Paper Assignment II: Case Scenario; Group Oral Presentation: Issues of Diversity in Supervision
	SWK 729 <i>Administration</i>	Units I, II, III, VII, VIII, IX	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment.
	SWK 747 <i>Social Work Research II</i>	Units I-VIII	Readings, Class discussions; In-Class Research Laboratory; Written assignments I, II, III; Asynchronous assign: Human subjects research Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 774 <i>Fieldwork IV</i>	Unit II	Readings, Class Discussions, Process Recordings
Communities	SWK 714 <i>Advanced Practice IV</i>	Units III	Readings, Class Discussions, Case Examples; Asynchronous Assignment 2: Community Organization
	SWK 727 <i>Supervision</i>	Units X	Readings, Class Discussions, Power Plays in Supervision;

			Assignment 2: Case Scenario; Group Oral Presentation: Games People Play in Supervision; Group Oral Presentation Assignment: Issues of Trauma; Asynchronous Assignment—Supervision Diary; Paper Assignment II: Case Scenario; Group Oral Presentation: Issues of Diversity in Supervision
	SWK 729 <i>Administration</i>	Unit VII	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment; Assignment 1: Life stage of Muslim Women’s Institute; Assignment #2: Stage of development of St. Vincent’s Hospital; Assignment #3: Discussion of Field Agency Capacity; Assignment #4: Achieving financial management; Assignment #5: Mission accomplished, or nonprofits go out of business
	SWK 745 <i>Policy Practice</i>	Unit III	Readings, Class Discussions, Examples from the field; Capstone; Asynchronous Communities assignment; Dark Ghetto written assignment
	SWK 747 <i>Social Work Research II</i>	Units I-VIII	Readings, Class discussions; In-Class Research Laboratory; Written assignments I, II, III; Asynchronous assign: Human subjects research Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 774 <i>Fieldwork IV</i>	Unit II	Readings, Class Discussions, Process Recordings; Participate in Lobby Day activities;
Organizations	SWK 729 <i>Administration</i>	Unit VII	Readings, Class Discussions, Assignment 5: Mission Accomplished or Nonprofits go out of business; Mid-

			Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment; Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment; Assignment 1: Life stage of Muslim Women's Institute; Assignment #2: Stage of development of St. Vincent's Hospital; Assignment #3: Discussion of Field Agency Capacity; Assignment #4: Achieving financial management; Assignment #5: Mission accomplished, or nonprofits go out of business
	SWK 727 <i>Supervision</i>	Units X	Readings, Class Discussions, Power Plays in Supervision; Assignment 2: Case Scenario; Group Oral Presentation: Games People Play in Supervision; Group Oral Presentation Assignment: Issues of Trauma; Asynchronous Assignment—Supervision Diary; Paper Assignment II: Case Scenario; Group Oral Presentation: Issues of Diversity in Supervision
	SWK 745 <i>Policy Practice</i>	Unit III	Readings, Class Discussions, Examples from the field; Capstone; Asynchronous Communities assignment; Dark Ghetto written assignment
	SWK 747 <i>Social Work Research II</i>	Units I-VIII	Readings, Class discussions; In-Class Research Laboratory; Written assignments I, II, III; Asynchronous assign: Human subjects research Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary
	SWK 774 <i>Fieldwork IV</i>	Unit II	Readings, Class Discussions, Process Recordings; Participate in Lobby Day activities;

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION (AS M2.2.2, 2.2.3)

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

The field education program includes four components, each of which serves as conduit between the theoretical and conceptual contribution of the classroom with the practice setting and fosters the implementation of evidence-informed practice:

1. *The Foundation Year* courses, Generalist Social Work Practice I and II, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Institutions and Programs, Social Welfare Policy Analysis, Fieldwork and Fieldwork Seminar I and II, and Social Work Research I, combine to offer students a generalist curriculum and fieldwork experience that support the mission and goals of the program and the core competencies of the profession.

Through the *Advanced Generalist Curriculum* of the *Advanced Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. Two semesters of Fieldwork and Fieldwork Seminar during the *Advanced Year* provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

2. The second component is centered in the contacts of Field Faculty Advisors with Fieldwork Instructors in the students' fieldwork agencies. Field Faculty Advisors are also the Seminar instructors for the students in Fieldwork, and as such are knowledgeable about the students' ongoing progress in Fieldwork. Meetings of the Field Faculty Advisors with Fieldwork Instructors and task supervisors, as appropriate, together with the student, provide opportunities not only for in-depth discussions of students' progress, but also for clarification of expectations of the program at Lehman College and identification of strategies for improving the students' experience at the

agency. When appropriate, the Educational Coordinator may participate in these meetings. Field Faculty Advisors also stay informed about the work of the student at the agency by reviewing process recordings on a regular basis. While there is a visit during the Fall semester for all students, it is not unusual for there to be additional visits if it is deemed advantageous for student learning. The Director or Assistant Director of Field Education may on occasion accompany the Field Faculty Advisor if further clarification of expectations is needed.

3. The third component is continuing education specifically for agency personnel: including Orientation for Fieldwork Instructors prior to the start of Fieldwork, ongoing workshops for Fieldwork Instructors, and the Seminar in Field Instruction (SIFI) that is required for new Fieldwork Instructors. During 2017-2018, the following workshops, supported by the latest Federal HRSA grant were offered:
 - Working with Families with Same-Sex Parents: Applying a “Family-in Environment” Perspective—2 hours training
 - Working with older adults: Wellness and the life course perspective—2-hour training
 - Putting Theory into Practice—2 Hour training
 - Health Issues and Reentry from Prison—2-hour training

All of these trainings were facilitated by the faculty and an outside expert. The Department also offered an annual all-day conference, supported by a Federal HRSA grant, on the topic of Homelessness and Housing Insecurity. Both the workshops and the conference directly address the process of integration of theory and practice.

Our Department is a New York State approved provider for continuing education hours; field instructors and N.Y.S. licensed social workers attending the SIFI and ongoing workshops and conferences receive continuing education hours towards the renewal of their license.

4. Finally, all Fieldwork Instructors are sent an electronic copy of the current version of the *MSW Student Handbook and Field Education Manual* (See Volume III and the department webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>) at the start of the Fall semester. This provides up-to-date information about both the curriculum, fieldwork policies and requirements, and integration of conceptual material with the practice setting.

M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

- The narrative discusses how the field education program provides generalist practice opportunities for students to demonstrate social work competencies. It does not however, adequately explain and illustrate how the program ensures that all field placements provide opportunities to experience and demonstrate competencies at each of the 5 system levels of individuals, families, groups, organizations, and communities.
- The site visitor is asked to have the program explain and illustrate how it ensures that all field placements provide opportunities to experience and demonstrate competencies at each of the 5 system levels.
- **See Figures 2.2.2(a), 2.2.2(b), 2.2.2(c), and 2.2.2(d)**

Site visit findings: The director of field provided information about the process the program uses to ensure placements include each of the 5 system levels. The Director of Field Instruction outlined four steps that he uses to facilitate the opportunities for students to have experiences at all 5 levels. This includes:

- 1) *Discussing the need for all 5 levels when a new placement is being developed;*
- 2) *Discussing the need for opportunities for multiple system levels during SIFI (field instructor) training course for field instructors;*
- 3) *Expectation for inclusion of opportunities at multiple levels on the Educational Plan for each placement; and*
- 4) *Discussion of the educational plan at faculty liaison meetings held at the beginning of the semester, and in the second semester if there are changes that had to be made.*

These steps seem to ensure that placements include opportunities for practice for students to demonstrate competency at all 5 system levels.

Field education is an integral component of the MSW Program and supports its mission and goals. Settings are selected that reinforce students' learning of the knowledge, values, skills, and cognitive-affective processes of the profession. The field practicum provides students with generalist practice opportunities to demonstrate the nine core competencies.

The practice of social work in their field placement agencies requires students to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. In choosing and evaluating intervention strategies students must utilize cognitive-affective processes as they apply critical thinking to inform and communicate professional judgments and engage in research-informed practice and practice-informed research. This practice-informed research often leads students to engage in policy practice to advance the delivery of effective social work services. In their work with clients and other professionals, students are expected to demonstrate ethical and professional behavior. The complex environment of agency-based practice requires students to apply social work ethical principles to guide professional practice and to respond to the contexts that shape practice. To better understand their clients and the context of their work, students apply knowledge of human behavior and the social environment. All students do field placement in the Bronx and surrounding communities which are home to diverse populations. The opportunity and

necessity for all students to engage diversity and difference in their fieldwork practice is extraordinary. Along with the racial, ethnic, religious and socio-economic diversity in the Bronx come multiple urban social problems such as poverty, discrimination and oppression, homelessness, and housing insecurity. The social service agencies in which students are placed wrestle with all these issues. Students in their field placements need to work to advance human rights and social and economic justice not only in their work with individuals, families, groups, communities, and organizations (the five system levels of practice), but also while engaging in policy practice to advance social and economic well-being. The bi-weekly Fieldwork Seminar, which is taken concurrently with Fieldwork, integrates the theoretical and conceptual learning of the classroom with the practice setting, including the five system levels of practice, and fosters the implementation of generalist evidence-informed practice. The same faculty member who teaches a student in Fieldwork Seminar serves as the Field Faculty Advisor for that student. In order to ensure that the five system levels of practice are addressed in the field, the educational plan has been updated as of Fall 2019 to include these in the discussion between the student and the field instructor (See Figure 2.2.2(a)) and the foundation year (1st year) Mid-Semester field evaluation includes a table with the 5 systems levels. See Figure 2.2.2(b). Additionally, as of the fall 2019 semester, the syllabi for the foundation year fieldwork courses have been updated--SWK 671 (Fieldwork and Seminar I) and SWK 672 (Fieldwork and Seminar (II)). See Figures 2.2.2 (c)-(d).

M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

- The narrative states that the Specialization Year has fieldwork settings that reinforce students' learning and that all students are provided "advanced generalist practice opportunities." However, the program does not explain **how** it ensures that all students are provided practicum opportunities to practice as an advanced generalist, nor does it illustrate how this is accomplished. It also does not clarify what differentiates an Advanced Generalist practicum experience from that of a Foundation Generalist one.
- The site visitor is asked to have the program explain and illustrate how it ensures that all students are provided specialized practice opportunities for students to demonstrate its twelve competencies in the Advanced Generalist year and that it clarifies what differentiates an Advanced Generalist practicum experience from a Foundation Generalist setting.
- **See Figures 2.2.2(a), 2.2.2(e), 2.2.2(f), and 2.2.3**

Site visit findings: In discussions with the field director, faculty, field instructors and students, it was clear that the program expected students in the advanced generalist specialization to have significant experiences in program leadership and supervision, beyond the expectations for foundation placements. Faculty and field instructors commented that it can be challenging to find MSW-level practitioners who are interested in and competent to practice in the Bronx neighborhoods that surround the university. Their program exists to prepare practitioners who are not only prepared for generalist direct practice, but are ready to take on leadership positions and provide supervision to other MSWs or non-professional workers that make up the workforce in the area. Two of the field instructors who attended the meeting had received their MSWs from the program and are now in leadership positions in their agencies, which demonstrated this point. They both stated that the program was instrumental in preparing them for their current

leadership positions and that they provide field instruction to ensure other students have similar opportunities. Students were clearly able to articulate that they were (for specialization students) or would be expected to (for foundation students) take on supervisory roles and/or leadership of projects/programs in their specialization year, and the curriculum courses support that work. This is in addition to deepening their skills in practice with the 5 system levels. Field supervisors were clear that they increase the complexity of cases assigned to specialization students compared to foundation students.

The specialization of the MSW program in the Advanced Year is Advanced Generalist Practice. Fieldwork settings are selected that reinforce students' learning of the knowledge, values, skills, and cognitive-affective processes needed for advanced generalist practice. The field practicum provides all students with advanced practice opportunities, including advanced direct practice, policy practice, supervision, and administration. Further, students engage in research-informed practice and practice-informed research. This practice informed research often leads students to engaging in policy practice to advance the delivery of effective social work services. In addition to covering all five system levels of practice (individuals, families, groups, communities, and organizations) in field seminar, full-time faculty conduct field visits and address these five levels, as well as, administrative, supervisory, and policy practice experiences with the field instructor and the students. Students and field instructors complete the educational plan instructor (**See Figure 2.2.2(a)**), which has been updated as of Fall 2019 to include these five levels in the discussion between the student and the field instructor and the advanced year (2nd year) Mid-Semester field evaluation includes information about direct practice, administrative, policy practice, and supervisory tasks (**See Figure 2.2.3**). Also, as of the fall 2019 semester, the syllabi for the advanced year fieldwork courses have been updated--SWK 773 (Fieldwork and Seminar III) and SWK 774 (Fieldwork and Seminar IV). **See Figures 2.2.2 (e)-(f)**.

Figure 2.2.2(a): MSW Fieldwork Educational Plan

LEHMAN
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DEPARTMENT OF SOCIAL WORK

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Field Work Educational Plan MSW Placement

An educational plan serves several purposes for the school, student, and field instructor. It should help the student discover the agency's mission, services, and functions, as well as aid the field instructor in formulating the student's learning objectives and goals. It should outline both the student's and field instructor's expectations, however, should also be considered a fluid document. This means while the plan itself should be initially constructed collaboratively from the first meeting between student and agency, it can and should be discussed throughout the first and subsequent supervision sessions. Please refer to the Field Education Manual for additional assistance.

The educational plan should be completed the first week of field work. Copies of this document will be provided to the student, field instructor, and field advisor.

Student Name:

Agency:

Date of Plan:

Length of Plan (Eg. Fall 2016- Spring 2017):

Field Instructor:

Field Advisor:

I. Assignments:

- Include assignments on all levels of practice (individuals, families, groups, organizations and communities)

II. Professional and Interdisciplinary Relationships

- Eg. Sam's field instructor is Ms. Smith. However, on Mondays, Mr. Jones will be her task supervisor.

III. Meetings

- Eg. Ryan will attend staff meetings on Wednesday mornings at 9 a.m.

IV. Supervision (MSW students receive a minimum of 1 hour of individual supervision per week.)

- Eg. Alex will have individual supervision with his field instructor every Friday at 10 a.m. He will also have group supervision every other Wednesday at 3 p.m.



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**Field Work Educational Plan
MSW Placement (Continued)**

- V. **Process Recordings** Please note: Students are required to submit process recordings complete with field instructors' comments to their field advisors throughout the semester.
 - Eg. Avery is responsible for one process recording per week. She will submit this to his field instructor two days before individual supervision.

- VI. **Work Schedule (MSW students must have 21 hours of field work per week.)**

- VII. **Special Considerations or Arrangements (eg. Equipment, bilingual services)**

Student Date

Field Instructor Date

Field Advisor Date

Figure 2.2.2(b): MSW Foundation Year-Fall Semester Mid-Term Fieldwork Evaluation**Lehman College/CUNY
SOCIAL WORK PROGRAM****MSW First Year
Mid-Term Fieldwork Evaluation – Fall Semester****STUDENT'S NAME** _____**FIELD INSTRUCTOR'S NAME** _____**FIELD INSTRUCTOR'S Phone #** _____**FIELD INSTRUCTOR'S Email Address** _____**AGENCY** _____**UNIT/DEPARTMENT** _____**ADDRESS OF AGENCY** _____

DIRECTIONS: Please indicate the students performance in the following areas using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”) or Not Yet Determined (“NYD”)

I. Direct Services to Clients

Beginning Skills In:	Individuals	Families	Groups	Organizations	Communities
Engagement					
Assessment					
Contracting					
Interviewing					
Comments:					

II. Agency as Service Delivery System

- A. Beginning to understand agency function. _____
- B. Beginning to use Community resources. _____
- C. Beginning to fulfill administrative responsibilities in a timely manner. _____
- D. Beginning to show/develop capacity to collaborate with agency staff. _____

III. Supervisory Process

- A. Regular attendance at scheduled weekly supervisory meetings. _____
- B. Preparation of agenda. _____
- C. Identifying learning needs/problems. _____
- D. Developing self-awareness. _____
- E. Accepting constructive criticism. _____
- F. Use of Process recordings:
 - a. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes ____ No ____
 - b. Is the student beginning to reflect upon his/her interventions and role in the process recordings? Yes ____ No ____

IV. Professional Issues

- A. Responsiveness to agency policies and regulations. _____
- B. Use of time, punctuality, and attendance. _____
- C. Maintaining current records, compiling statistical data, performing other routine tasks. _____
- D. Adherence to professional values and ethics (NASW Code of Ethics); for example: confidentiality, client self-determination, non-judgmental approach. (Note: Breaches of professional values and ethics should be brought to the attention of the faculty advisor when they happen) _____

Comments: _____

- V. A. Please indicate any other significant strengths:

- B. Please indicate any other significant areas of concern:

Field Instructor's Signature_____ **Date**_____

Student's Signature_____ **Date**_____

(Note: Student's signature indicates that the student has read this evaluation. It does not indicate the student's agreement with the evaluation. The student may write and attach an addendum to this evaluation.)

Figure 2.2.2(c): SWK 671: Fieldwork and Seminar I Syllabus

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 671 FIELDWORK AND SEMINAR I FALL
2019

CO-REQUISITE:

SWK 611 (Generalist Social Work Practice I)

PRE- or CO-REQUISITE:

SWK 605 (Human Behavior and the Social Environment)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion of this training.

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with agency practice in regard to working with the five system levels of social work practice: individuals, families, groups, organizations, and communities (5 credits).

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and

	5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

	<p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
2. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
3. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
4. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
5. Write a minimum of one process recording each week and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than one process recording per week. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency. A total of 14 process recordings must be given to the Seminar instructor during this semester. The Seminar Instructor/Faculty Advisor will give 4 of these process recordings to the instructor of the Generalist Social Work Practice I class.

6. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for preparing agenda items for discussion.
7. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.
8. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
9. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
2. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
4. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	60%
Acceptable content and timely submission of 10 process recordings different from the 4 submitted for SWK 611	20%
Attendance and participation in Fieldwork Seminars, and Blackboard participation, as required by instructor	20%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. An additional mid-semester evaluation is completed during the Fall semester only. The mid-semester evaluation provides a snapshot of the student's beginning performance at the field agency, helps to clarify expectations of future performance, and allows for quick and concrete identification of the student's strengths and concerns.

All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

REQUIRED TEXTS

- Lehman College Department of Social Work. (2019). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Stamford, CT: Cengage Learning.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2016). *Field instruction: A guide for social work students* (Updated 6th ed.). Boston, MA: Pearson Education.

SUPPLEMENTARY TEXTS (on reserve in the college library)

- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. Retrieved from <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

See Fields of Practice Bibliography attached.

COURSE OUTLINE

UNIT I: Orientation to Fieldwork and Fieldwork Seminar (Classes 1, 2, & 3)

- A. Orientation to Fieldwork and Seminar I
- B. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and faculty field advisor
- C. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting
- D. Process recording as a tool for learning
- E. Review of generalist practice principles and professional values
- F. Working with clients at all five system levels: individuals, families, groups, organizations, and communities
- G. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Readings:

M.S.W. Student Handbook & Field Education Manual

Hepworth, et al., Chapter 1: The Challenges of Social Work

Royse et al., Chapter 1: Field Instruction and the Social Work Curriculum;

Chapter 4: The Student Intern: Learning New Roles; Chapter 9: Pragmatic Concerns

UNIT II: Application of Social Work Practice Skills (Classes 4, 5, & 6)

- A. Use of social work knowledge, values, and skills in students' work in their fieldwork placements in relation to working with individuals, families, groups, organizations, and communities
- B. Beginning development of students' abilities to distinguish between facts, impressions, and feelings in their work with clients and collateral systems
- C. Discussion of Midterm Evaluation

Required Readings:

Hepworth, et al., Chapter 3: Overview of the Helping Process

Royse, et al.: Chapter 5: Contexts in Which Social Workers Operate;

Chapter 6: Client Systems: The Recipients of Service; Chapter 7: Acquiring Needed Skills

UNIT III: Values and Ethical Issues; Evaluation and Termination (Classes 7 & 8)

- A. Discussion of the importance of self-reflection in managing personal values
- B. Explore student understanding of ethical and legal issues in social work practice
- C. Final Fieldwork and Course Evaluations
- D. Preparation for Spring Semester Fieldwork and Seminar II

Required Readings:

National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. Retrieved from <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

National Association of Social Workers. (2008). *Code of Ethics of the National Association of Social Workers*. Washington DC: NASW Press. (available in *M.S.W. student handbook & field education manual*)

Hepworth et al., Chapter 4: Operationalizing the Cardinal Social Work Values

Royse et al., Chapter 8: Legal and Ethical Concerns

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrendefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.
- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.
- Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.
- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.
- Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.
- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.
- Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.
- Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society*, 96(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)
- Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.
- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist*, 56(6), 998-1006.
- Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.
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Social Work with Groups

- Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

- Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups*, 40(1-2), 85-92.
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- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.
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- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups*, 40(1-2), 55-61.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups*, 30, 79-94.
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Social Work with Lesbian/Gay/Bisexual/Transgender Clients

- Dragowski, E., Halkitis, P., Grossman, A., and D'Augelli, A. (2011). Sexual orientation victimization and post-traumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay and Lesbian Studies*, 23:226-249.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.
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- McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay–straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools, 37*(2), 71-77.
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- McGovern, J., & Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing well-being. *International Journal of Diverse Identities, 16*(3), 11-20.
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- Senreich, E. (2011). The substance abuse treatment experiences of a small sample of transgender clients. *Journal of Social Work Practice in the Addictions, 11*, 295-299.
- Singh, A. A., Hays, D. G., & Watson, L. S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development, 89*, 20-27.
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- Wagaman, M. A. (2016). Promoting empowerment among LGBTQ Youth: A social justice youth development approach. *Child and Adolescent Social Work Journal, 33*(5), 395-405.

Social Work with Military Personnel and Veterans

- Alford, B., & Lee, S. J. (2016). Toward complete inclusion: Lesbian, gay, bisexual, and transgender military service members after repeal of Don’t ask, Don’t Tell. *Social Work, 61*(3), 257-265.
- Basham, K. (2014). Returning servicewomen and veterans. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3nd ed.) (pp. 441-461). New York, NY: Columbia University Press.
- Cornish, M. A., & Wade, M. G. (2015). A therapeutic model of self-forgiveness with intervention strategies for counselors. *Journal of Counseling and Development, 93*, 96-104.
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Social Work with Refugees and Immigrants

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Figure 2.2.2(d): SWK 672: Fieldwork and Seminar II Syllabus

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 672

FIELDWORK AND SEMINAR II

SPRING 2019

CO-REQUISITE:

SWK 612 (Generalist Social Work Practice II)

PRE-REQUISITE:

SWK 671 (Fieldwork and Seminar I)

PRE- or CO-REQUISITE:

SWK 606 (Human Diversity and the Social Environment)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion of this training.

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in the same social service agency as in SWK 671. Students further develop knowledge, values, skills, and cognitive and affective processes as they provide increasingly complex services to diverse urban populations. The Fieldwork Seminar component of this course helps students integrate classroom content with their agency practice across the five system levels of social work practice: individuals, families, groups, organizations, and communities (5 credits)

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and

	5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

10. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Department of Social Work students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
11. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
12. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
13. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
14. Write a minimum of one process recording each week and submit each recording to the

Fieldwork Instructor for review. However, Fieldwork Instructors may request more than one process recording per week. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency. A total of 14 process recordings must be given to the Seminar instructor during this semester. The Seminar Instructor/Faculty Advisor will give 4 of these process recordings to the instructor of the Generalist Social Work Practice II class.

15. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for preparing agenda items for discussion.
16. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.
17. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
18. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
2. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
4. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	60%
Acceptable content and timely submission of 10 process recordings different from the 4 submitted for SWK 612	20%
Attendance and participation in Fieldwork Seminars and Blackboard participation, as required by instructor	20%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in May by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

REQUIRED TEXT

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Stamford CT: Cengage Learning.

Royse, D., Dhooper, S. S., & Rompf, E. L. (2016). *Field instruction: A guide for social work students* (Updated 6th ed.). Boston, MA: Pearson.

SUPPLEMENTARY TEXTS (on reserve in the college library)

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.

- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- Marsiglia, F. F., Kulis, S. (2015). *Diversity, oppression and change* (2nd ed.). Chicago, IL: Lyceum Books.
- National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.
<https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.
- See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Understanding the Five System Levels of Social Work Practice: Individuals, Families, Groups, Organizations, and Communities (Classes 1- 3)

- A. Orientation to Fieldwork and Seminar II
- B. Review of expectations and responsibilities of student, field instructor, task supervisor, and faculty field advisor
- C. Diversity of community settings and social work practice
- D. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting who did not take 671 in the preceding semester.
- E. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Readings:

M.S.W. Student Handbook & Field Education Manual.

National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. www.socialworkers.org

_____. (2008). *Code of Ethics of the National Association of Social Workers*. Washington, D.C. NASW Press.

Royse, et al., Chapter 5, Contexts in which Social Workers Operate

UNIT II: Social Work Fields of Practice (Classes 4-5)

- A. Challenges presented in different fields of practice in agency settings at the five system levels of social work practice: individuals, families, groups, organizations, and communities
- B. Discuss with examples from Fieldwork how issues of privilege, oppression, adversity, and advantage impact clients and their life possibilities

Required Readings:

Marsiglia, F. F., Kulis, S, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm.

See Fields of Practice Bibliography attached

UNIT III: Impact of Policies on Practice; Termination

(Classes 6-8)

- A. Impact of federal, state, and local policies on agency policies and practice at the five system levels of social work practice
- B. Discussion of ethical dilemmas
- C. Discuss facilitation of transitions and termination with clients and staff in fieldwork agency
- D. Evaluations and other end-of-year activities
- E. Connection to Advanced Generalist year

Required Readings:

Hepworth, et al. Chapter 19, The Final Phase: Evaluation and Termination.

Royse et al., Chapter 8, Legal and Ethical Dilemmas.

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.

West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.

Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.

Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.

Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.

Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.

Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.

Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.

Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.

Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.

Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.

Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

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Social Work with Refugees and Immigrants

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Revised September 26, 2019

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>

<p>6. Engage with individuals, families, groups, organizations, and communities</p>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments; 25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments; 26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments; 30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p>

	31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

19. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.

20. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
21. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
22. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
23. Submit 5 process recordings in SWK 773 (Fieldwork and Seminar III) and 5 different process recordings in SWK 713 (Advanced Social Work Practice in the Urban Environment I) in a timely manner. However, Field Instructors are permitted to assign students to write up to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the Field Instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.
24. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues and preparing agenda items for discussion.
25. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar Instructor/Faculty Advisor at the end of the semester.
26. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
27. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

3. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

4. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
5. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
6. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different from the 5 submitted for SWK 713	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. An additional mid-semester evaluation is completed during the Fall semester only. The mid-semester evaluation provides a “snapshot” of the student’s beginning performance at the field agency, helps to clarify expectations of future performance, and allows for quick and concrete identification of students’ strengths and concerns.

All evaluations must be signed by the Field Instructor and the student. The student’s signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

RECOMMENDED TEXTS

Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9

Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.

Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.

Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.

Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.

Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.

National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.

_____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org

Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4

Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8

Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8

See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Introduction and Orientation to Fieldwork and Fieldwork Seminar III

(Classes 1, 2 & 3)

- H. Orientation to Fieldwork and Seminar III
- I. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor
- J. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting
- K. Introduction to advanced generalist practice at the five system levels: individuals, families, groups, organizations, and communities
- L. Direct practice assignments
- M. Supervision and administration assignments may be scheduled during either Fall or Spring semesters
- N. Discussion of 700-level Process Recordings and Groupwork Process Recordings
- O. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- P. Social Worker safety in the workplace

Required Readings:

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.

National Association of Social Workers. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org

Unit II: The Agency and its Urban Community at the Five System Levels of Social Work Practice: Individuals, Families, Groups, Organizations, and Communities (Classes 4 & 5)

- A. Mission and role of your fieldwork agency in the community
- B. Coalitions and resources within the community that facilitate services to clients.
- C. Identify gaps in services; discuss agency and policy responses
- D. Current news impacting the delivery of services to clients
- E. Discussion of fieldwork agency visit and Mid-Term Evaluation

Required Readings:

Agency literature

News reports on issues impacting clients and the delivery of services

Hovmand, P. S., & Gillespie, D. F. (2010). Implementation of evidence-based practice and organizational performance. The Journal of Behavioral Health Services & Research, 37(1), 79-94.

Williams, N. J., & Sherr, M. E. (2013). Oh how I try to use evidence in my social work practice: efforts, successes, frustrations, and questions. Journal of Evidence-Based Social Work, 10(2), 100-110.

Unit III: Personal, Agency, Community and Social Work Values; Ethical Dilemmas (Classes 6, 7, & 8)

- A. Review of the use self-reflection to manage personal values in professional contexts
- B. Value conflicts and ethical dilemmas; resolving increasingly complex issues involving individuals, families, groups, organizations, and communities
- C. Explore social justice issues in the context of your agency's practice.
- D. Final Fieldwork and Course Evaluations
- E. Preparation for Spring Semester Fieldwork and Seminar IV

Required Reading:

National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. student handbook & field education manual* provided by Lehman College Department of Social Work.

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.
- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.
- Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.
- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.
- Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.
- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.
- Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.
- Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)
- Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*, 80-107.
- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist, 56*(6), 998-1006.
- Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.
- McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242. www.sagepub.com.
- Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015). Screening, brief intervention, and referral to treatment for older adults with substance misuse. *American Journal of Public Health, 105*(1): 205-211.
- Snyder, C., van Wormer, K., Chadha, J., & Jagers, J. W. (2009). Older adult inmates: The challenge for social work. *Social Work, 54*(2), 117-124.
- Teater, B. & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Family and Society, 98*(2), 137-145.
- Washington, O. G. M., & Moxley, D. P. (2009). Development of a multimodal assessment framework for helping older African American women transition out of homelessness. *Smith College Studies in Social Work, 79*(2), 103-124.

Social Work with Groups

- Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups, 40*(1-2), 85-92.

- Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society, 97*(4), 278-286.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 11, Forming and assessing social work groups, 279-311)
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups, 30*(2), 73-85.
- Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. *International Social Work, 48*(4), 455-465.
- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups, 40*(1-2), 55-61.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups, 30*, 79-94.
- Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.
- Yuli, L., Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy, 30*, 193-208.

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

- Dragowski, E., Halkitis, P., Grossman, A., and D'Augelli, A. (2011). Sexual orientation victimization and post-traumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay and Lesbian Studies, 23*:226-249.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*, 80-107.
- Gwadz, M. V., Cleland, C. M., Leonard, N. R., Bolas, J., Ritchie, A. S., Tabac, L., ... Powlovich, J. (2017). Understanding organizations for runaway and homeless youth: A multi-setting quantitative study of their characteristics and effects. *Children & Youth Services Review, 73*, 398-410.
- Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 10, Sexual orientation, 224-249.)
- McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay-straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools, 37*(2), 71-77.

- McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons learned from an LGBTQ senior center: A Bronx tale. *Journal of Gerontological Social Work, 59*, 7-8.
- McGovern, J., & Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing well-being. *International Journal of Diverse Identities, 16*(3), 11-20.
- Ream, G. L., Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment, 2012*, 1-9.
- Senreich, E. (2011). The substance abuse treatment experiences of a small sample of transgender clients. *Journal of Social Work Practice in the Addictions, 11*, 295-299.
- Singh, A. A., Hays, D. G., & Watson, L. S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development, 89*, 20-27.
- Smith, L. A., & Owens, S. A. (2017). Urban lesbian, gay, bisexual, and transgender children and youth. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 109-135). Springfield, IL: Charles C. Thomas.
- Vinjamuri, M. K. (2016). "It's so important to talk and talk": How gay adoptive fathers respond to their children's encounters with heteronormativity. *Fathering: A Journal of Research, Theory, and Practice about Men as Fathers, 13*(3), 245-270.
- Wagaman, M. A. (2016). Promoting empowerment among LGBTQ Youth: A social justice youth development approach. *Child and Adolescent Social Work Journal, 33*(5), 395-405.

Social Work with Military Personnel and Veterans

- Alford, B., & Lee, S. J. (2016). Toward complete inclusion: Lesbian, gay, bisexual, and transgender military service members after repeal of Don't ask, Don't Tell. *Social Work, 61*(3), 257-265.
- Basham, K. (2014). Returning servicewomen and veterans. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 441-461). New York, NY: Columbia University Press.
- Cornish, M. A., & Wade, M. G. (2015). A therapeutic model of self-forgiveness with intervention strategies for counselors. *Journal of Counseling and Development, 93*, 96-104.
- Cusack, M., Montgomery, E. A., Blonigen, D., Gabrielian, S., & Marsh, L. (2016). Veteran returns to homelessness following exits from permanent supportive housing: Health and supportive services use proximal to exit. *Family and Society, 97*(3), 221-229.
- Nazarov, A., Jetley, R., McNeely, H., Kiang, M., Lanius, R., & McKinnon, M. C. (2015). Role of morality in the experiences of guilt and shame within the armed forces. *Acta Psychiatrica Scandinavica, 123*, 4-19.
- Norman, S. B., Wilkins, K. C., Meyers, U. S., & Allard, C. B. (2104). Trauma informed guilt reduction therapy with combat veterans. *Cognitive and Behavioral Practice, 21*, 78-88.

Williams-Gray, B. (2016). Teaching students effective practice with returning military personnel: A strength-based resiliency framework. *Journal of Baccalaureate Social Work, 21*, 1-11.

Social Work and Homelessness

Gerson, J. (2006). *Hope springs maternal: Homeless mothers talk about making sense of adversity*. New York, NY: Richard Altschuler & Associates.

Hamilton-Mason, J., & Halloran, J. (2017). Urban children living in poverty. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 39-51). Springfield, IL: Charles C. Thomas.

Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). Shelter from the storm: Trauma-informed care in homelessness services settings. *The Open Health Services and Policy Journal, 3*, 80-100.

Kilmer, R. P., Cook, J. R., Crusto, C., Strater, K. P., & Haber, M. G. (2012). Understanding the ecology and development of children and families experiencing homelessness: Implications for practice, supportive services, and policy. *American Journal of Orthopsychiatry, 82*(3), 389-401.

Livingston, K. R., & Herman, D. B. (2017). Moving on from permanent supportive housing: Facilitating factors and barriers among people with histories of homelessness. *Families in Society, 98*(2), 103-112.

Padgett, D., & Henwood, B. (2012). Qualitative research for and in practice: Findings from studies with homeless adults who have serious mental health illness and co-occurring substance abuse. *Clinical Social Work Journal, 40*(2), 187-193.

Patterson, D. A., West, S., Harrison, T. M., & Higginbotham, L. (2016). No easy way out: One community's efforts to house families experiencing homelessness. *Families in Society, 37*(3), 212-220.

Schneider, M., Brisson, D., & Burnes, D. (2016). Do we really know how many are homeless?: An analysis of the point-in-time homelessness count. *Families in Society, 97*(4), 321-328.

Slesnick, N., Zhang, J., & Brakenhoff, B. (2016). Homeless youths' caretakers: The mediating role of childhood abuse on street victimization and housing instability. *Social Work, 61*(2), 147-154.

Torino, G. & Sisselman-Borgia, A. (2016). Homelessness microaggressions: Implications for education, research, and practice. *Journal of Ethnic and Cultural Diversity in Social Work, 1*-13. Published online: <http://dx.doi.org/10.1080/15313204.2016.1263814>

Social Work Services Addressing Behavioral and Physical Health

American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.

Amodeo, M., Lundgren, L., Beltrame, C. F., Chassler, D., Cohen, A., & D'Ippolito, M. (2013). Facilitating factors in implementing four evidence-based practices: Reports from addiction treatment staff. *Substance Use and Misuse, 48*, 600-611.

- Bliss, D. L., & Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance abuse practice settings. *Journal of Social Work Practice in the Addictions, 9*, 21-40.
- Bryant-Davis, T., Ullman, S. E., Tsong, Y., Tillman, S., & Smith, K. (2010). Struggling to survive: Sexual assault, poverty, and mental health outcomes of African American women. *American Journal of Orthopsychiatry, 80*(1), 61-70.
- Gonzalez, M. J., & Colarossi, L. G. (2014). Depression. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 117-140). New York, NY: Columbia University Press.
- Guerrero, E. G., He, A., Kim, A., & Aarons, G. A. (2014). Organizational implementation of evidence-based substance abuse treatment in racial and ethnic minority communities. *Administration and Policy in Mental Health, 41*, 737-749.
- Hovmand, P. S., & Gillespie, D. F. (2010). Implementation of evidence-based practice and organizational performance. *The Journal of Behavioral Health Services & Research, 37*(1), 79-94.
- Kirmayer, L. J. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science and Medicine, 75*(2), 249-256.
- Levenson, J. (2017). Trauma-informed social work practice. *Social Work, 62*(2), 105-113.
- Killeen, T. K., Back, S. E., & Brady, K. T. (2015). Implementation of integrated therapies for comorbid post-traumatic stress disorder and substance use disorders in community substance abuse treatment programs. *Drug and Alcohol Review, 34*, 234-241.
- Marsiglia, F. F. & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 6: Intersecting social and cultural determinants of health and well-being, pp. 110-137.)
- Mirabito, D. M., & Lloyd, C. M. (2017). Health issues affecting urban children. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 190-222). Springfield, IL: Charles C Thomas.
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- Murphy, B. S., Branson, C. E., Francis, J., Vaughn, G. C., Greene, A., Kingwood, K., & Adjei, G. A. (2014). Integrating adolescent substance abuse treatment with HIV services: Evidence-based models and baseline descriptions. *Journal of Evidence-Based Social Work, 11*, 445-459.

- Ogden, L. P., Vinjamuri, M., & Kahn, J. M. (2016). A model for implementing an evidence-based practice in student fieldwork placements: Barriers and facilitators to the use of "SBIRT." *Journal of Social Service Research, 42*(4), 425-441.
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- Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.
- Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.
- Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.
- Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.
- Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28*, 279-301.

Social Work and Disability Services

- Cole, P. L., & Cecka, D. M. (2014). Traumatic brain injury and the Americans with Disabilities Act: Implications for the Social Work Profession. *Social Work, 59*(3), 261-269.
- Geneen, S., & Powers, L. E. (2006). Are we ignoring youths with disabilities in foster care? An examination of their school performance. *Social Work, 51*(3), 233-241.
- Kayama, M. (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for social work. *Social Work, 55*(2), 117-125.
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Social Work with Refugees and Immigrants

- Ayón, C. (2013). Service needs among Latino immigrant families: Implications for social work practice. *Social Work, 59*(1), 13-22.

- Castex, G. M. (2017). Immigrant Children in the United States. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 52-77). Springfield, IL: Charles C Thomas.
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Revised September 26, 2019

Figure 2.2.2(f): SWK 774: Fieldwork and Seminar IV Syllabus

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 774 FIELDWORK AND SEMINAR IV SPRING 2020

CO-REQUISITES:

SWK 714 (Advanced Social Work Practice in the Urban Environment II)

SWK 729 (Administration in Urban Agencies)

SWK 745 (Social Welfare Policy Practice)

PRE-REQUISITES:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 773 (Fieldwork and Seminar III)

PRE- or CO-REQUISITE:

SWK 747 (Social Work Research II)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion of this training.

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with agency practice across the five system levels of social work practice: individuals, families, groups, organizations, and communities. (5 credits).

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>

<p>6. Engage with individuals, families, groups, organizations, and communities</p>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments; 25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments; 26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments; 30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p>

	31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program.

Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.

2. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
3. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
4. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
5. Submit 5 process recordings in SWK 774 (Fieldwork and Seminar IV), and 5 different process recordings in SWK 714 (Advanced Social Work Practice in the Urban Environment II) in a timely manner. However, Field Instructors are permitted to assign students to write up to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the field instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.
6. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues and preparing agenda items for discussion.
7. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar Instructor/Faculty Advisor at the end of the semester.
8. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
9. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

2. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
4. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different than the 5 submitted for SWK 714	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed before the end of the semester by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

RECOMMENDED TEXTS

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.

- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.
- _____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org
- Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-394852-3
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson. ISBN 13: 978-0-205-24900-8
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8
- See Fields of Practice Bibliography attached

COURSE OUTLINE

Unit I: Advanced Generalist Social Work in Urban Social Work Agencies at the Five System Levels of Working with Individuals, Families, Groups, Organizations, and Communities (Classes 1, 2, & 3)

- A. Welcome and orientation to Fieldwork and Seminar IV
- B. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor
- C. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting for new students
- D. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- E. Discussion of assignments including Process Recordings supervision and administration assignments
- F. Discuss policy-practice connection.

Selected Readings

Unit II: Advanced Generalist Social Work Practice in Urban Environments (Classes 4, 5, & 6)

- A. Utilization of fieldwork case examples to illustrate challenges and successes in advanced generalist social work practice with individuals, families, groups, organizations, and communities
- B. Explore the connections and interrelationships among all systems that comprise the policy-practice continuum.
- C. Explore and discuss utilization of evidence-based practice in developing responses to urban social issues.

Selected Readings

Unit III: Terminations and Transitions (Classes 7 & 8)

- A. Exploring termination as a growth process
- B. Final Fieldwork and Course Evaluations
- C. Preparation for licensing exam
- D. Transition from graduate student to professional practice
- E. Continuing education and life-long learning
- F. Self-care for social workers

Selected Readings

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrendefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.
- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.
- Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.
- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.
- Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.
- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.
- Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.
- Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)
- Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*, 80-107.
- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist, 56*(6), 998-1006.
- Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.
- McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242. www.sagepub.com.
- Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015). Screening, brief intervention, and referral to treatment for older adults with substance misuse. *American Journal of Public Health, 105*(1): 205-211.
- Snyder, C., van Wormer, K., Chadha, J., & Jagers, J. W. (2009). Older adult inmates: The challenge for social work. *Social Work, 54*(2), 117-124.
- Teater, B. & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Family and Society, 98*(2), 137-145.
- Washington, O. G. M., & Moxley, D. P. (2009). Development of a multimodal assessment framework for helping older African American women transition out of homelessness. *Smith College Studies in Social Work, 79*(2), 103-124.

Social Work with Groups

- Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups, 40*(1-2), 85-92.

- Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society, 97*(4), 278-286.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 11, Forming and assessing social work groups, 279-311)
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups, 30*(2), 73-85.
- Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. *International Social Work, 48*(4), 455-465.
- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups, 40*(1-2), 55-61.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups, 30*, 79-94.
- Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.
- Yuli, L., Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy, 30*, 193-208.

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Revised September 26, 2019

Figure. 2.2.3: MSW Advanced Year (2nd Year) Mid-Term Fall Semester Field Evaluation

Lehman College/CUNY
DEPARTMENT OF SOCIAL WORK

MSW Second Year
Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT'S NAME _____

FIELD INSTRUCTOR'S NAME _____

FIELD INSTRUCTOR'S Phone # _____

FIELD INSTRUCTOR'S Email Address _____

AGENCY _____

UNIT/DEPARTMENT _____

ADDRESS OF AGENCY _____

- I. Fieldwork Tasks: Please briefly describe the tasks the student is doing in each area below and assess the student's performance using the following scale: Above Satisfactory ("AS"), Satisfactory ("S"), Problematic ("P"). If the student has not begun work in this area please indicate when this work will begin.

a. Direct Practice

b. Administration

c. Policy Practice

d. Supervisory

II. Supervisory Process: Please indicate the students performance in the following areas using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”)

- G. Regular attendance at scheduled weekly supervisory meetings. _____
- H. Preparation of agenda. _____
- I. Identifying learning needs/problems. _____
- J. Accepting constructive criticism. _____
- K. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes ___ No ___

Comments: _____

III. Please indicate any significant strengths:

IV. Please indicate any significant areas of concern:

Field Instructor’s Signature _____ **Date** _____

Student’s Signature _____ **Date** _____

(Note: Student’s signature indicates that the student has read this evaluation. It does not indicate the student’s agreement with the evaluation. The student may write and attach an addendum to this evaluation.)

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT (AS 3.1.1, 3.1.2, 3.1.7)

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

- The program satisfactorily explained criteria used for admission into the MSW program that meets the requirements of this accreditation standard. However, it did not explain how it ensures that baccalaureate social work graduates entering its MSW program are not to repeat what has been achieved in their baccalaureate social work programs.
- The site visitor is asked to have the program explain how it ensures that baccalaureate social work graduates entering its MSW program are not to repeat what has been achieved in their baccalaureate social work programs.

Site visit findings: The director of the MSW program pointed out that the program has an Advanced Standing program (called Track C in their materials) that is designed to ensure that baccalaureate social work graduates do not repeat what has been achieved in their baccalaureate social work program. After completion of the BSW, they move directly into the Specialization courses. The site visitor spoke with one student who was completing Track C, the Advanced Standing program, and she commented that she feels challenged in the Specialization year, but felt prepared by her BSW degree.

Admissions Criteria

The program has admissions criteria and procedures that reflect the program's mission and goals. Clear admissions criteria and procedures, including deadlines for application, are on the Department's website and are described in detail at each of the three Information Sessions scheduled during the Fall and early in the Spring semesters. In addition, our Director of Admissions for the MSW Program, Ms. Deborah Rubin, meets with students individually to discuss their concerns and also responds to students' phone calls and e-mails. The MSW Program Brochure (See **Figure 3.2**) which includes the mission of the Program and describes the Advanced Generalist concentration of the program and the three tracks, is given or mailed to prospective students inquiring about the Program. Students receive sufficient information about the Program so that they can make an informed choice about the "fit" between their interests and the Program's offerings, as well as the Track for which they apply.

The stated Admissions criteria promote and support our efforts to admit students with excellent potential, both as scholars and as effective social work professionals and leaders in urban communities. Offering all 3 Tracks, including the 2-Year Track, the Extended 3-Year Track, and the one-year Advanced Standing Track in evening classes enables qualified applicants who are working in social service agencies or who have a variety of other responsibilities to complete their studies. This scheduling is imperative in order to provide access to graduate social work education for nontraditional students. Information about the three Tracks, included in **AS 2.0**, is given or sent to people requesting information, as are the instructions for using the online application.

Admission Requirements for all tracks are:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits
- Minimum undergraduate grade point average of 3.0 is desired (consideration for admission includes other strengths in the application)
- Application to the program, including a personal statement that addresses the student's preparation for the program, career goals, and commitment to social work values
- Three letters of recommendation, at least two of which should be from college faculty and/or professionals in fields related to social work. Letters should address applicant's suitability for the social work profession and preparedness to enter a rigorous academic program
- Resume
- An interview may be required

Additional Admission Requirements for Applicants to Track C, Advanced Standing Program.

- Have completed a bachelor's degree with a social work major from a social work program accredited by the Council on Social Work Education;
- Have attained a minimum 3.2 cumulative index in the major is desired (consideration for admission includes other strengths in the application);
- Include, among three recommendations, one from the most recent Faculty Advisor or from the Program Director of the baccalaureate social work program, and another recommendation from a fieldwork instructor;
- Complete additional essay questions that focus on an illustration from the field.

It is uncommon for a student from Lehman College's baccalaureate social work program or otherwise to enter the MSW Program and repeat courses equivalent to the baccalaureate program. In other words, the majority of Lehman BA students and BSW graduates from other schools enter our Advanced Standing Program. However, when it does happen, such students fall into one of two categories: 1) they had lower G.P.A.'s during their BA program and therefore need the reinforcement provided by the two- or three-year track programs or 2) they took a substantial time off between their BA and MSW Programs and may therefore need the refresher by attending the foundation-level year courses again. This is evaluated on a case-by-case basis. (Syllabi are refined and change over time also.) For the academic year 2019-2020, for example, six students entering the two-year track and four entering the three-year track were undergraduate social work majors.

3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

- The program describes the policies and procedures it uses for evaluating applications and notifying applicants of the admissions decision; however, it does not address admissions with contingent conditions.
- The site visitor is asked to have the program clarify whether

applicants are ever admitted with contingent conditions and, if so, how they are notified.

- See Figure 3.1.2

Site visit findings: The program reported that they do not have contingent conditions in for admittance to the Advanced Standing (Track C) program with the exception of clarification about employment situations. The program showed a letter with that information and will be included it in their addendum to CSWE.

Application Evaluation

Applications are evaluated on the basis of:

- a) Academic history;
- b) Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, including an interest in urban issues, and ability to communicate in writing; for advanced standing students, the quality of the applicant's practice example from the field;
- c) Recommendation letters.

Applications for all graduate programs at the college are online. A modified application for MSW applicants includes additional requirements, including an additional essay for Advanced Standing applicants who must answer questions about their practice with a client of their choice.

Procedure for Evaluating Applications and Notifying Applicants:

Applications are reviewed by the MSW Admissions Committee, consisting of the MSW Director of Admissions, Deborah Rubin and the MSW Program Director, Joy Greenberg and multiple faculty members who serve as readers. An Application Review Sheet is completed for every application on which readers record details about the applicant's academic background, professional and volunteer experience, source and substance of recommendations, and content and writing ability reflected in the personal statement. Readers note how well admissions criteria are met, and a recommendation is documented with an overall rating from 0 to 5. Finally, the reader notes whether s/he judges the applicant to merit an interview. The MSW Program Director and the Director of Admissions then discuss their findings and determine who will be called in for a small group interview consisting of 4 to 8 applicants. The Admissions Director and Program Director meet all applicants being considered for admission in order to ensure the evaluation is three-dimensional. Interviews require attendees to respond orally to several open-ended questions and to complete a short writing sample. All applicants being considered are seen in an interview except for Advanced Standing applicants who are currently completing our undergraduate social work program if the committee thinks an interview is not necessary, for example if the student is doing outstanding work in all coursework and Field. Following the interview and taking all information into consideration, the Program Director and Director of Admissions determine who will be accepted, denied, or placed on a waiting list. Applicants are initially notified of the admissions decision electronically by the Department's Director of Admissions. The electronic decision is relayed to Lehman's Office of Graduate Admissions as well.

The Academic Program Coordinator, Yuleidy De La Cruz, sends out a letter to the applicants who are accepted, including a schedule of classes and a "Letter of Commitment" for the student to sign and send back to the Social Work Department. The "Letter of Commitment" reiterates the required fieldwork hours. Students in the one and two-year tracks also receive a fieldwork application with their acceptance letter. Once the signed Letter of Commitment is returned, the prospective student

receives information about the Orientation for entering students. Since the review process continues through the spring semester, accepted students are asked to respond to the offer of admissions within two weeks. In that way, the Admissions Director is always aware of the number of spaces still available in the program. The Academic Program Coordinator sets up a folder for each committed student, which is kept in the M.S.W. Student File in the Department's Chair's office. Lehman's Office of Graduate Admissions processes the students for registration once the Graduate Commitment Deposit, or waiver of such, is submitted to the college Bursar. The M.S.W. Graduate Advisor later contacts the students to guide them through the course registration process.

Applicants are admitted without contingent conditions with one exception. Should an applicant have all her or his experience in one agency (i.e. current employment and a BA internship), we reserve the right to require that their MSW fieldwork be completed in a different agency. Please see attached commitment letter that they would be required to sign after acceptance and upon commitment.

Figure 3.1.2: M.S.W. Letter of Commitment, 2018-2019: Three-Year Extended, Track B Program



**LEHMAN
COLLEGE**

DEPARTMENT OF SOCIAL WORK

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www.lehman.edu

M.S.W. LETTER OF COMMITMENT, 2018-2019

THREE-YEAR EXTENDED, TRACK B PROGRAM

**Must be completed and returned to the Social Work Program by April 24, 2018
to ensure your space in the program**

I plan to attend the 3-year Track B MSW Program at Lehman College beginning the 2018-2019 academic year. I understand that 21 hours (three days) of fieldwork are required each week during day time hours Monday through Friday in the second and third years of the Program.

I agree that my enrollment in the Lehman MSW program is conditional on my acceptance of a 2nd year internship that takes place at an organization with which I have not previously worked. I understand that my 2nd year MSW field placement may not take place at Encore Senior Center or at any of its affiliated or partner programs.

Name (Print)

Name (Signature)

Last 4 digits of Social Security Number: _____

Address: _____

Phone Numbers: (Home) _____ (Work) _____ (Cell) _____

Email Address: _____



3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

- The program provides a description of the appeals process for grade appeals. However, the program did not describe its policies and procedures for evaluating student's academic performance. Additionally, the program did not discuss its policies and procedures for evaluating student's professional performance.
- The site visitor is asked to have the program clarify the appeals and grievance processes for non- grade issues. The site visitor is also asked to have the program clarify the policies and procedures for evaluating student's professional performance.

Site visit findings: The program provided written materials that outlined a specific procedure for addressing problems with professional behavior. This procedure is based on the standards of the NASW Code of Ethics, and provides specific information step-by-step on how students may be given a Compliance Plan and Agreement. If the student does not comply with the expectations of the Compliance Plan and Agreement, they are called in front of a Retention and Review committee, which is convened by the MSW Director. After meeting with the student, the student's faculty advisor, an advocate selected by the student and the Director of Field (if relevant), the committee makes a determination for continuation or dismissal from the program. There is an appeal process for the decisions to the Department Chair and the Office of Graduate Studies. This material is included in the Student Handbook.

Evaluation of Academic and Professional Performance

In addition to being evaluated by their individual instructors (according to the rubrics in each syllabus), students must maintain an average of 3.0 grade point average (GPA) in order to both remain in the program and graduate. They must also demonstrate professional behavior consistent with the *Code of Ethics* of NASW. The majority of students are successful in both areas; however, there are times that require the attention of the administration.

As per the Lehman College Graduate Bulletin, the lowest passing grade is a C in any MSW-level course. Should a student's cumulative GPA fall between a 2.7 and a 3.0, he or she is placed on academic probation. Students on academic probation must raise their GPAs to 3.0 or higher at the end of the following semester in order to continue in the program. If a student's GPA remains below 3.0 after the subsequent semester, she or he is dismissed from the program. Should a student's GPA fall below a 2.7, the student is dismissed from the program; however, students can appeal to the Lehman College Graduate Studies Committee to remain in the program. Students are required to submit a plan for improving their GPA when filing an appeal. The student meets with the MSW Program Director and MSW Program Advisor to discuss both what the student can do in the future to improve their grades in courses in subsequent semesters and what the MSW Program can do to support the student in doing so.

Students who receive less than a C in fieldwork (an F) are automatically dismissed from the program and may only continue in the program upon successful appeal to the Lehman College Graduate Studies Committee.

Students who receive an F in a course other than fieldwork may not progress into any courses for which those courses were prerequisites. They may enroll in the classes for which they received the failing grades in the next semester the courses are offered, if their GPAs meets the criteria for probation and continuation.

At the end of each semester, once final grades are submitted, the MSW Program Director and MSW Program Advisor send letters to those students who have been placed on academic probation or have been dismissed from the program with directions on how to proceed.

Grievance Policies and Procedures

Grade Appeals

As per the Lehman College Graduate Bulletin, a student has the right to appeal a grade for a course. The procedure to do so is as follows and is outlined in the MSW Student Handbook and Fieldwork Manual.

A student dissatisfied with her or his grade should first discuss the situation with the instructor who assigned the grade. The instructor must explain how the grade was calculated. If the student feels that the grade is unfair, she or he can appeal the grade in writing to the Department Chair. (If the Chair is the instructor, then the senior member of the Department Personnel and Budget Committee will act on the Chair's behalf.) The Chair will appoint a Graduate Grade Appeal Committee, which must consist of three faculty members from the Department, all of whom have taught graduate courses. The Committee must examine materials provided from both the student and the student's instructor. The Committee will prepare a written report of their findings to the Chair, either sustaining the current grade or recommending a change. The Chair will notify the student, the instructor, and the Lehman College Office of Graduate Studies. If the Committee recommends a grade change, the Chair will forward a grade change form reflecting the decision. Grade appeals must be initiated during the semester following the entry of the permanent grade, and no grades can be changed after the date of graduation.

All students in the Social Work Programs are required to demonstrate professional behavior consistent with the *NASW Code of Ethics*. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the MSW Program.

Should a student behave unprofessionally either in the classroom or in the field, she or he can be referred by their instructor to the Retention and Review Committee. The Retention and Review Committee of the MSW Program reviews situations that have to do with violations of professional or ethical conduct. The Committee can recommend the dismissal of a student from the MSW Program. Students have the right to appeal this decision as described below under Appeals Procedure.

The MSW Program Director will convene the Retention and Review Committee, as needed. It should be comprised of three full-time faculty members within the Social Work Department. The MSW Program Director and the Chair of the Social Work Department will not serve on the Committee. The MSW Program Director will designate one of the three faculty members to serve as Committee Chair. Below is the procedure for review.

1. The student, in conjunction with the classroom instructor, attempt to resolve any issues prior to being referred for review by the Retention and Review Committee.

2. At any point during the discussions referred to in number one, above, the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student's faculty advisor or is also the Director of Field Education, the student may request another full-time faculty member of the MSW Program to attend. If the issue is related to a classroom situation, a Compliance Plan and Agreement will be completed. If the issue is related to Fieldwork, a Field Education Plan and Agreement will be completed. This paperwork must be completed with the student before he or she is referred to the Retention and Review Committee unless the situation warrants immediate and direct referral to the Committee.

3. If the student does not comply with the steps outlined in the Compliance Plan and Agreement or in the Field Education Plan and Agreement, the classroom instructor will make a written request to the MSW Program Director for a review by the Retention and Review Committee.

4. The MSW Program Director will inform the student that he or she will hear from the Committee Chair to discuss a mutually convenient time for the Review and Retention Committee meeting and also provide the student with the written procedure for the review and appeal.

5. The Chair of the Committee will contact the student and invite the student to provide supporting documents.

6. The Chair of the Committee will distribute all documents to the other members of the Committee. The Chair of the Committee will also invite the following individuals to attend and participate in the discussion at the review meeting: 1) student's current faculty advisor, 2) an advocate of the student's choosing, and 3) Director of Field Education (if relevant).

7. Upon completion of the Committee's review and deliberation, Committee members will vote and the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the faculty advisor, and to the MSW Program Director. The Committee can decide whether or not to dismiss the student from the program. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 calendar days. The Committee Chair places supporting documents and a copy of the determination in the student's file.

The student has five school days to submit a written appeal to the Department Chair and the Office of Graduate Studies, where the appeal will be heard. The decision will be final.

If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, included in the Appendix of the Lehman College Graduate Bulletin and in the Appendix of the MSW Handbook.

All procedures concerning student grievances are provided to the student in *The MSW Student Handbook and Fieldwork Manual* (See Volume III and the Department's website: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>) at the beginning of the MSW Program.

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE (AS 3.3.4(b), 3.3.4(c), 3.3.4, 3.3.6)

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

Prof. Joy Greenberg is the MSW Program Director. The MSW Program Director is appointed by the Chair, who is Prof. Carl Mazza. Prof. Mazza had been Graduate Program Director from 2008 until he became Chair of the Department in 2014. M3.3.4 (a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from an accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4 (a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

During the Spring 2018, Professor Carl Mazza, chair of the Social Work Department, also assumed the position of baccalaureate program director. Dr. Mazza received both his MSW and DSW from the Wurzweiler School of Social Work of Yeshiva University. He is past chair of the Criminal & Juvenile Justice track of the Council on Social Work Education, and past president of the New York State Social Work Education Association. In 2018 he was named chairperson of the NYS Association of Deans & Directors of Schools of Social Work. He was named Teacher of the Year by Lehman College in 2005 and Social Work Educator of the Year by the NYS Social Work Education Association in 2018. Prior to being department chair, he was the founding director of Lehman's MSW program. Dr. Mazza is one of four founding editors of *Urban Social Work*, published by Springer, and the only professional journal in the U.S. dedicated exclusively to issues in the urban landscape.

Joy Pastan Greenberg is an Associate Professor and the MSW Program Director. She received her MSW from New York University and her Ph.D. Concentration in Social Policy, Planning, and Policy Analysis in 2007 from the Columbia University School of Social Work. Her leadership abilities are demonstrated through her teaching, scholarship, curriculum development and administration which are highlighted by her efforts and work on curriculum committees, the

Personnel & Budget committee, P.I. on the 2012-2015 and the 2014-2017 HRSA grant as well as her participation in the other two HRSA grants. She teaches research, policy, administration, field seminar, and an elective she created entitled Social Work in Urban Schools. She also has an MBA from NYU, which enhances her leadership and program development which also enriches her teaching especially in the administration and supervision courses as well as leadership of the program. Her research areas of interest include: immigrant children and education, early childhood education and care policy, and school social work in the urban environment. She has published in journals including *Social Service Review*, *Journal of Early Childhood Research*, *Children and Schools*, and the *Journal of Ethnic and Cultural Diversity in Social Work*. She has co-authored a book on early childhood education and care and social work published by NASW Press in 2018.

M3.3.4 (b): The program provides documentation that the director has a full-time appointment to the social work master's program.

- The narrative states that the MSW program director has a full-time appointment to the MSW program but does not provide documentation.
- The site visitor is asked to have the program provide documentation, such as a signed appointment letter, to adequately document that the program director has a full-time appointment to the MSW program.

Site visit findings: The program verified that the MSW program director, Joy Greenberg has a full-time appointment to the MSW program, and will be submitting the letter of appointment in their supplemental materials being submitted to CSWE.

Prof. Greenberg, who serves as MSW Program Director, has a full-time appointment to the social work master's program. **See Figure for 3.3.4(b)**

Figure for 3.3.4(b)

The signed version of this job description is in the personnel file of the Director of the Graduate Social Work Program



JOB DESCRIPTION

DIRECTOR of MSW PROGRAM

Purpose: To ensure that the MSW Program is run in a professional, ethical, and humanistic manner dedicated to the education of its students and adherence the profession's code of ethics.

Qualification: Director must be a full time faculty member at Lehman College in the Social Work Department and be either tenured or holding a CCE.

Appointment: Appointment is made by the chair of the Social Work Department. Director will have a minimum of 50% assigned time to the MSW Program.

Duties:

- Oversight of the daily running of the MSW Program.
- Address any student concerns.
- Address faculty concerns as they relate to the MSW Program.
- Chair track meetings
- Represent the MSW program at conferences and meetings both within and outside of CUNY.
- Work with the Director of MSW Admissions in evaluating applications, interviewing candidates, and accepting new students into the Program.
- Chair the planning of the end of the year graduation event.
- Assist in the scheduling of classes.
- Assure that adjunct faculty is properly mentored in the MSW program.
- Meet with the chair of the department to discuss issues and provide input into the continued development of the Program.
- Other duties as assigned.

Reports to: Department Chair

Signed: _____
Chair, Carl Mazza, D.S.W.

Program Director, Joy Greenberg, Ph.D.

M3.3.4 (c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

Prof. Greenberg receives the minimum 50% assigned time as Program Director. In addition to This administrative time She leads, organizes, and attends weekly MSW Track Meetings as well as monthly MSW Policy Meetings. *See Figure 3.3.4(b) and Workload Report for Director of MSW Program, which can be provided by Chair of Department of Social Work.*

Site visit findings: The program discussed their workload policy to demonstrate that the program director's time is more than the minimum of 50%. The program director confirmed that this time arrangement is sufficient to implement the program, though additional resources for academic support would be supportive of her efficient use of time and effort. This concern about administrative support time will be discussed in a later section.

3.3.4: The program identifies the field education director.

Mr. Peter Niedt is the Director of Field Education. He is assisted by the Assistant Director of Field Education, Ms. Julie Aquilato. *The Administrative resources for field education is sufficient.*

3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

- The program describes its administrative structure for field education, but does not explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.
- The site visitor is asked to have the program explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.

Site visit findings: The field director verified that the current structure where he manages the MSW field program and the assistant director of field manages the BSW field program is sufficient to meet the program mission and goals. Based on comments from the students and field supervisors, this seems to be an accurate representation of the successful administration of the field program. It was noted how the field supervisors comments on the responsiveness of the field liaisons, as compared with the other area social work programs, and how effective the field supervisor training (SIFI) is in preparing and supporting new field supervisors.

Mr. Niedt, who is responsible for placements for the 150 MSW students, also supervises Julie Aquilato, the Assistant Director of Field Education, who has responsibility for field placements for approximately 140 undergraduate students in their senior year. Both Mr. Peter Niedt, the Director Field Education, and Ms. Julie Aquilato, the Assistant Director of Field Education, hold the position as Higher Education Associate, which is a full-time administrative line. The position does not carry

teaching responsibilities and does not follow an academic calendar. Both are full-time with the Social Work Department and devote their time to field education for the Department.

We are exploring various software packages used to assist in the field placement process.

EDUCATIONAL POLICY 3.4—RESOURCES (AS 3.4.1 and 3.4.3; AS 3.4.5 included as per Site Visit question)

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

- The program describes the procedures for budget development and administration it uses to achieve its mission and goals and submits a completed budget form. It does not however, address the stability and sufficiency of its financial resources.
- The site visitor is requested to have the program explain whether its financial resources are sufficient and stable enough to achieve its mission and goals.

Site visit findings: The site visitors met with the Vice President for Administration and Finance Chief Financial Officer and discussed the stability of funding for the college and she informed us that the university has a healthy reserve and that state funding for the university is stable. The program will be moving into a new building soon – the bids have been publicly disseminated recently. This demonstrates the ongoing commitment of the university to the social work program.

A search for 2 new faculty members has been approved and initiated to replace the 2 retired faculty members. For spring 2020 semester, 2 full time subs have been appointed while the searches are in progress. In the fall 2020 semester, two new permanent tenured line faculty members will begin.

As part of a public institution, our program is a valued part of the Lehman Community and the lines of communication between the Program Chair, the Dean, and the Provost allow for discussion of current and emergent needs which are dealt with positively within the constraints of the College's capacity. The current budget is sufficient to meet departmental and programmatic goals. It is customary at this college that budgetary allocations and administration are handled on a divisional, rather than departmental level; this practice applies to all divisions and departments. This includes funding for all faculty and staff salaries and fringe benefits, most office furniture and equipment, space upkeep, and some supplies. This college-wide procedure has been in effect before the baccalaureate program was first accredited by CSWE in 1983.

In addition, funding for various expenses comes from a variety of administrative budgets. As a public institution, some expenses, such as contributions to organizations cannot be paid with tax-levy money and there is another source for that. Travel for faculty presenting at professional conferences is supported, in part, by funds negotiated in the collective bargaining agreement between the University and the Professional Staff Congress (PSC), the union representing the instructional staff of the University, and are allocated to the Division by the Provost. Allocation is based on the number of faculty in the Division who have presented at conferences.

We do, however, have several budgets within the Department – a small OTPS budget to fund ongoing supplies such as paper and printer cartridges, and a budget for some larger expenses such as printing student handbooks. Other items such as memberships, such as the National Association of Deans and Directors, and the New York State Deans and Directors Association, are part of other budgets within the

College. Although these procedures do not follow the usual pattern of working from one fixed, predetermined budget, they have permitted Departmental enhancement and expansion.

Since the infrastructure for both the undergraduate and graduate programs are the same, and all faculty members teach in both programs, we have prepared one budget for the Department.

The following Program Expense Budget reflects the combined undergraduate and MSW programs. The two programs share the infrastructure and faculty, separating them would be artificial. However, since the undergraduate program has twice as many students as the MSW program, and MSW students take twice as many courses, it would be accurate to consider the budget for each program to be 50 percent of the total.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2015 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.4.1.

AS 3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: X Baccalaureate X Master's

Program Expenses	Previous Year 2017		Current Year 2018		Next Year 2019	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$1,913,057	58%	\$2,173,310	57%	\$2,250,323	56%
Support Staff	\$41,623	1%	\$48,210	1%	\$51,153	1%
Temporary or Adjunct Faculty & Field Staff	\$279,139	8%	\$379,096	10%	\$394,349	10%
Fringe (FT 51% - PT 13%)	\$1,024,801	31%	\$1,170,585	31%	\$1,187,100	30%
Supplies & Services	\$50,101	2%	\$56,725	1%	\$64,928	2%
Travel	\$14,441	0%	\$10,229	0%	\$18,000	0%
Student Financial Aid	\$3,016,486 UG \$1,303,576 Grad		\$2,674,389 UG \$1,016,533 Grad		\$2,179,904 UG \$1,138,390 Grad	
Technological Resources	\$1,800		\$1,800		\$1,800	
Other (Specify) Grant Money (Federal, Foundation, PSC CUNY)	\$1,048,391		\$1,736,807		\$526,666	
TOTAL	\$8,693,415	100.0%	\$5,576,762	100.0%	\$4,494,319	99.0%

3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

- The program describes the support staff and other personnel. However, the program did not clarify that support staff and other personnel are sufficient to support all of its educational activities, mission and goals.
- The site visitor is asked to have the program demonstrate that it has sufficient support staff and other personnel to support all of its educational activities, mission and goals.

Site visit findings: The program is awaiting a building renovation which has been planned for many years but is just recently being let out to bid. It is likely that this process will take up to two years. The program is currently doubling up with faculty offices in five offices at this time. We met with the Vice President for Administration and Finance Chief Financial Officer and discussed the possibility of identifying an additional 5 full-time faculty offices and one adjunct office that could be ready by the February of 2020, and will be able to be utilized until the new building is available.

The program reported a concern that it has 18 full-time faculty positions, as well as 24 adjunct professors, and higher education officers (professional staff) with only one full-time support person and a half-time college assistant. The program has more than doubled since the addition of the MSW program in 2005 without additional support staff. The program states this is problematic as it is not efficient to be using faculty and professional staff time to do clerical and other basic management functions for the department. Because this is a professional program, there are more expectations for support because of the coordination of multiple professional/student development activities and field activities.

We have a full-time Assistant to Higher Education Officer (aHEO), Yuleidy DeLaCruz, who has been with the Department since 2008. As the Department grew with the expansion of the MSW program, and new components were added to the undergraduate program (CASAC-T program, Continuing Education program for licensed social workers, Federal Work Study for students in Fieldwork, Interdisciplinary Minor in Aging), the plan was that Ms. DeLaCruz would provide support to faculty, staff and students in the many new activities and that the Department would be provided with an administrative assistant to pick up the routine tasks that Ms. DeLaCruz had been performing. However, this has not happened. Consequently, she has had to continue with all the tasks previously performed, while also trying to assist with the new programs of the expanded department. At times there have been small amounts of money from the School of Health Sciences, Human Services and Nursing to temporarily fund a half-time (20-hours per week) College Assistant (CA) position to handle the numerous departmental administrative tasks, including setting up student files, transfer of older files electronically, assist with special event planning, and maintain the record-keeping for the Department. However, this has never lasted long enough to make a dent in the problem. The lack of a full-time College Office Assistant (COA) has been a detriment to our work. We are continually struggling with this problem and have not been successful in our attempts to solve it.

Technological resources for faculty are excellent. All faculty members have computers with internet access in their offices, and have access to the ever-increasing advanced technology programs adopted by the college. Training in these programs is available. All classrooms are technologically equipped, and

assistance from Information Technology is always available. We continue to work towards an increase in administrative support to match the growth and the needs of the program. The college is committed to give the department another college assistant.

3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

The Program works in offices located in two suites in Carman Hall. As additional faculty was added, a space near our office was reconstructed, so both of our areas, Rooms B-18 and B-16, consist of a large central area with offices around it. As the faculty, staff and number of students have increased, there was additional construction, and more office space was added. For years, though, as our faculty and professional administrative staff have grown in numbers, as well as our MSW program students, it was clear that this arrangement was not working well enough. Small offices house two faculty members, interfering with privacy when meeting with students. For example, the MSW Student Advisor and the Undergraduate Program Director have shared a very small office for 4 years.

The lack of office space was identified by the site visitors during our last reaffirmation process and there was a good discussion with the college administration. Consequently, the President of the college and the department chair developed a presentation which the President made to the City Council and the Bronx Borough President in 2014, requesting \$3 million to renovate about half of the ground floor of the historic Davis Hall on our campus to be used for Social Work faculty and staff offices. **(See Figure 3.4.2-Capital Funding Report of the President below on p. 268-278.)** This was a convincing and successful effort, and the \$3 million was given to the college for this purpose, with the intention that the project would be completed in 2017. There have been meetings with architects and interior designers but, as one might anticipate, a construction of this magnitude requires coordination with many other moves before the space can be vacated and these efforts are still ongoing. In the meantime, though several offices in Davis Hall were vacated and at this time three of our faculty members have their offices there. We look forward to the conclusion of the effort and the eventual move of the Department. Following is the presentation made to the City Council and the Bronx Borough President. Those who were present commented on the importance of the work we are doing for their constituents and communities.

The College has been responsive to our need for conveniently placed classroom space. By now almost all M.S.W. classes and most of the undergraduate classes are scheduled in Carman Hall, where the Social Work Department offices are currently located. We also have use of the College's Information Technology Center, where many of our Research classes are held; each student has the use of a computer during these classes. Students are also welcome to use the IT Center as needed. Workshops for licensing preparation are also held in the IT Center, and also in the computer lab of the Sociology Department when the IT Center is closed.

In a meeting with the CSWE Site Visitor, the Vice President of Administration and Finance provided updated information regarding the new Social Work Department suite planned for Davis Hall. The expected move-in date from Carman Hall to Davis Hall should occur in 2022. In the interim, the College will find additional offices on campus so that social work faculty will not have to be doubled up. We are looking for some additional office space that may be available by February 2020. The college will also designate space for adjunct faculty to meet with students in private during the same time period.

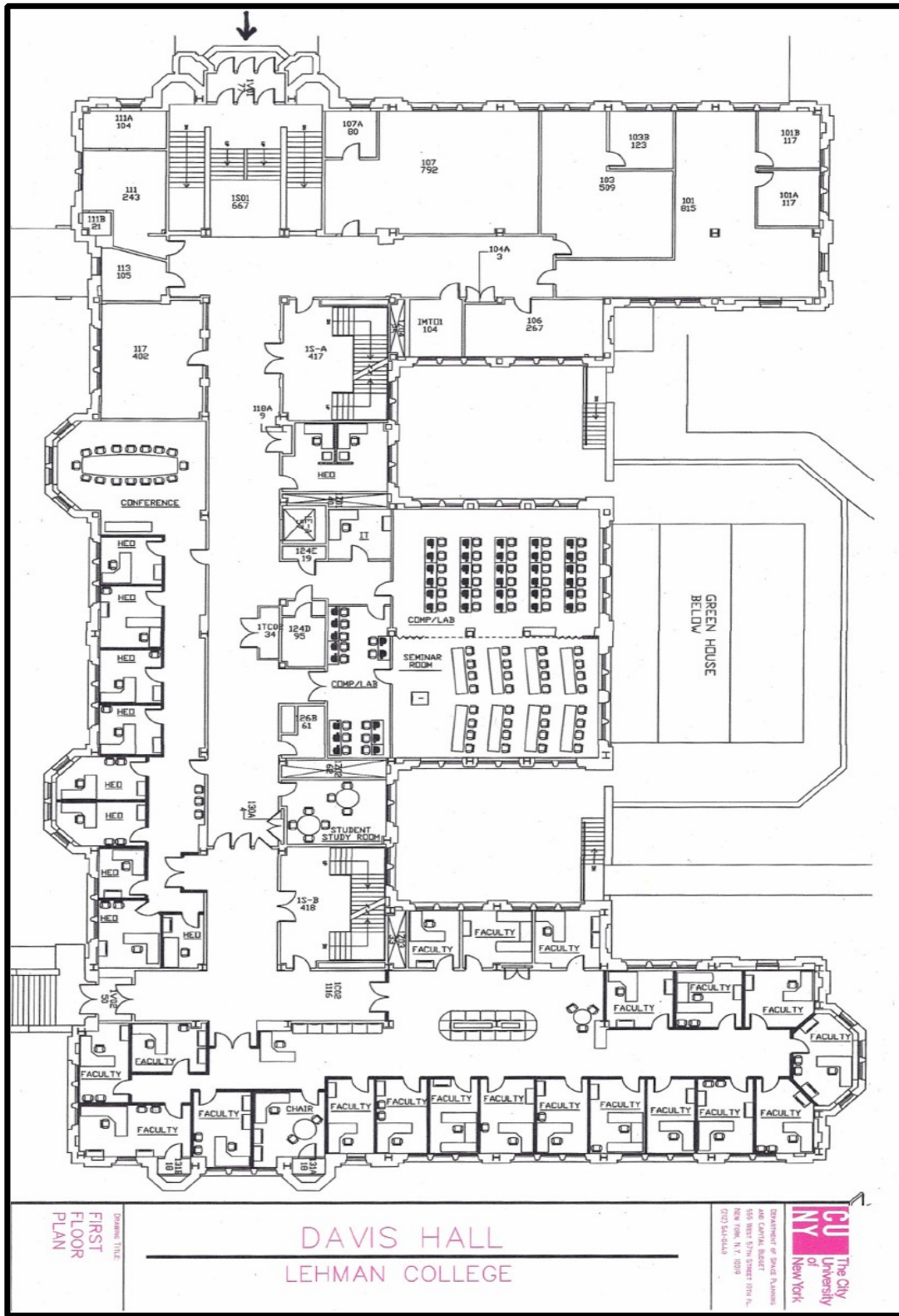
Lehman College, CUNY
School of Health Sciences, Human Services & Nursing
Department of Social Work Renovation and Expansion Project

The Social Work Department has been cited by its accrediting agency for not having adequate space for faculty and staff to have private offices to meet with students who are doing their in-practicum experience in the field as Social Workers. Of greatest concern is compliance with professional standards and privacy laws. This project will renovate the space on the first floor of Davis Hall from research laboratory space (vacated by faculty moving to the new Science Building) to computer teaching labs and faculty and staff offices for the Department of Social Work. This renovation and space reassignment is necessary after a site-visit notification from the Council on Social Work Education (CSWE), the national accrediting organization for the discipline, that we did not have either adequate or appropriate space for faculty and students doing in practicum field experiences.

The Department of Social Work at Lehman College offers programs leading to a B.A. with a major in Social Work or a Masters of Social Work (M.S.W.) degree. The undergraduate social work program has been fully accredited by the Council on Social Work Education (CSWE) since 1983; 350 juniors and seniors are enrolled as Social Work majors; approximately 140 graduate each year. The M.S.W. program admitted its first group of students in 2005 and has been fully accredited by the CSWE since February 2008. It is now at capacity with 175 full-time students. Since its inception there have been 364 M.S.W. graduates; in 2002, 75 students received the M.S.W. degree. Both programs prepare ethical, competent and knowledgeable social workers for work in social service agencies and organizations serving urban populations. (see attached appendix for a list of community service organizations that provide fieldwork placements and for the Bronx and other agencies where M.S.W. Program graduates are working.)



Floor Plan



ASSESSMENT (AS 4.0.1, 4.0.2, 4.0.3, 4.0.4)

EDUCATIONAL POLICY 4.0—ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- **A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.**
- **At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.**
- **An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.**
- **Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.**
- **An explanation of how the program determines the percentage of students achieving the benchmark.**

- **Copies of all assessment measures used to assess all identified competencies.**

- The program's assessment plan was presented for the generalist and specialized levels of practice. The Foundation Generalist Field Evaluation measures the 31 behaviors (the 31 that are listed in the 2015 EPAS) corresponding to competencies 1 thru 9. It appears that the Specialization Field Evaluation for competencies 1 thru 9, also uses these same 31 behaviors without extending and enhancing them. Competencies 10 thru 12, added by the program, appear to extend and enhance generalist practice and the program developed and measured twelve additional behaviors. An additional concern is that for the second measure, course-embedded assignments for the Specialization that are in SWK 714, SWK 745, and SWK 747, also measure the 31 Foundation Generalist Year behaviors, rather than different behaviors that extend and enhance those of the Foundation Year. These 4 course-embedded assignments also do measure the 3 additional Competencies and twelve associated behaviors developed by the program for its area of specialized practice.
- The site visitor is asked to have the program describe its assessment plan for the Specialization curriculum and explain how it sufficiently addresses these concerns raised about both measures: the Advanced Generalist Specialization Field Evaluation and the course-embedded assignments.

Site visit findings: During meetings with the Field Director and the MSW leadership group/faculty, the program presented a revised list of Specialization behaviors that appear to expand and enhance foundational generalist behaviors (see M 2.1.3). During our meeting with faculty responsible for the assessment, the program presented revised course-embedded measures and field evaluation for the Advanced Generalist specialization that utilized those revised specialization behaviors in the assessment design. The competencies were not amended but the behaviors that evidence those competencies were clearly amended to reflect what had been the previous intent of the Advanced Generalist curriculum, as well as the content of the Advanced Generalist courses from the original self-study document. According to the faculty, these amendments were made during the summer of 2019 and have been incorporated in the 2019-20 Advanced Generalist course syllabi and assessment instruments (course-embedded measures and field evaluation).

When the Lehman College Department of Social Work originally designed the structure of the Competencies and Behaviors for the program, we had decided to use the same 31 Behaviors for the first nine Competencies for both the Foundation Generalist and Specialization Advanced Generalist years. This was done with the understanding that in the Specialization Year, the Behaviors were going to be taught and assessed at a far more advanced level. For the Specialization Year, we also created Competencies 10, 11, and 12 with twelve additional Behaviors.

However, in response to the Letter of Instruction (LOI), we decided to spell out in detail the differences in each of the Behaviors in the Specialization Advanced Generalist Year from the Foundation Year. Therefore, all 31 Behaviors of the 9 Competencies have now been reformulated to reflect the advanced learning objectives of the Specialization Year. So, we now have one set of 31 Behaviors for the Foundation Generalist year and one set of 31 Behaviors for the Specialization Advanced Generalist Year.

The course-embedded assignments from the classes: Advanced Social Work Practice in the Urban Environment II (SWK-714), Social Welfare Policy Practice (SWK-745); and Social Work Research II, (SWK-747); and Administration in Urban Agencies (SWK-729) remain the same. However, the names of the Behaviors that are being used to measure the students' attainment of outcomes for these Assessment Assignments now reflect the Specialized Advanced Generalist Year Behaviors. This will begin with the Assessment Assignments starting in Fall 2019. *See Figures 4.2 (a), 4.2 (b), 4.9, 4.11, 4.13, 4.15, and 4.16.*

The Rubrics for the Specialization Year Assessment Assignments with the new Advanced Behaviors are attached. *See Figures 4.9, 4.10.1, 4.10.2, 4.11, 4.13, 4.15, and 4.16.*

Furthermore, the new Field Evaluations for the Specialized Year will include the names of the new Advanced Generalist Behaviors beginning with the next Field Assessment in Spring 2020. This new Field Evaluation is attached as well.

Note: For unrelated reasons, beginning in the 2018-2019 academic year, we had decided to separate the Assessment Assignments for our Administration in Urban Agencies (SWK-729) course and Supervision in Agency-Based Practice (SWK-727) course in the Specialized Advanced Generalist Year. So there are now five rubrics in the Specialized Year instead of four. For the two courses, SWK-727 and SWK 729, the four Behaviors of the new Competency 11 are assessed: Behaviors 37 and 38 in Supervision, and Behaviors 39 and 40 in Administration. See Figures 4.10.1, 4.10.2, 4.15, and 4.16.

The Lehman College Department of Social Work created a new comprehensive method of assessing MSW students' attainment of knowledge, values, skills, and development of cognitive-affective processes, which was first utilized during the 2017-2018 academic year, and will be used routinely in each subsequent year. This includes assessment of student' learning in both the foundation generalist practice year and the specialized advanced generalist practice year. **(NOTE: ALL TABLES AND FIGURES FOLLOW THE NARRATIVE AT THE END OF THIS SECTION.)**

Dual System of Evaluation (Classroom and Field)

Students' attainment of each of the nine competencies of the foundation generalist practice year and each of the twelve competencies of the specialized advanced generalist practice year are both evaluated using two assessment modalities, creating a dual system of evaluation:

1) Assessment by the students' Field Instructors in their field placements occurs in Fieldwork II (SWK-672) and Fieldwork IV (SWK-774) at the end of the academic year (spring semester). In these evaluations, the students' practice with the client systems with which they interface are thoroughly assessed.

2) Three Assessment Assignments in the foundation generalist practice year and four Assessment Assignments in the specialized advanced practice year were created. They are all assigned as part of MSW courses and evaluated by the students' instructor of that course.

In this way, this dual-method assessment process comprehensively includes both the students' classroom learning and their actual practice with their clients. Both of these assessment methods are now described in detail:

Field Instructors' Evaluations

At the end of the academic year, in April, the Field Instructors evaluate the students' work with their client systems for all of the Competencies on the final Fieldwork Evaluation forms. They evaluate the foundation generalist practice students across nine Competencies, and the specialized advanced generalist practice students across twelve competencies. In performing this evaluation, the Field Instructors rate the students' progress for every Behavior of each Competency. Therefore, they evaluate the foundation generalist practice students for all 31 Behaviors of that level's nine Competencies, and they evaluate the specialized advanced generalist students for all 43 Behaviors of that level's twelve competencies.

In order to specifically measure at least two of the four dimensions of each Competency (knowledge, values, skills, cognitive-affective processes), each Behavior (designated by EPAS) of every Competency was assigned a "dominant dimension" by a committee of social work faculty members (the Evaluation Committee) according to the nature of the Behavior. (For example, Behavior 2 of Competency 1, "Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations" was assigned the dominant dimension of "cognitive-affective processes"). Therefore, in assessing each Behavior, the field

instructors are evaluating the students across two to four dominant dimensions for each Competency, as designated by a committee of social work faculty members.

NOTE: A copy of the final Field Evaluation for the Foundation Generalist Practice Year (Measure 1) and a copy of the final Field Evaluation for the Specialized Advanced Generalist Practice Year (Measure 2) are included at the end of this section. **See Figures 4.1 and 4.2**

Field Instructors rate the students' attainment of each of the Behaviors (dominant dimensions) of each Competency with the following scores: (4) Competent; (3) Approaching Competence; (2) Emerging Competence; and (1) Insufficient Progress. These scores are then placed directly on SPSS software. The Field Instructors' scores for each of the Behaviors (dominant dimensions) within each Competency for all of the students in each academic level are averaged, thus creating a score for each of the Competencies for students in each of the two academic levels.

Classroom Assessment Assignments

Three different Assessment Assignments were created for the Foundation Generalist Practice Year in order to measure students' attainment of the 9 Competencies relevant to that year. Four different Assessment Assignments were created for the Specialized Advanced Practice Year in order to measure students' attainment of the 12 Competencies relevant to that year. Each of these Assessment Assignments is an integral part of different required courses.

As noted above, in order to specifically measure at least two of the four dimensions of each Competency (knowledge, values, skills, cognitive-affective processes), each Behavior (designated by EPAS) of every Competency was assigned a "dominant dimension" by a committee of social work faculty members (the Evaluation Committee) according to the nature of the Behavior. The Assessment Assignments are designed to measure at least two dimensions of each Competency by having the instructors assess two or more designated Behaviors with their assigned dominant dimension for each of the Competencies being assessed for the student. These Behaviors and their assigned dimension are clearly delineated in a Rubric for each Assessment Assignment.

NOTE: All of the Rubrics for the Assessment Assignments that the instructors use to evaluate these assignments are included in this section. Following this, all of the specific faculty versions of the Assessment Assignments are displayed in this section. In these Assessment Assignments, the Behavior (dominant dimension) that each question of the assignment is measuring is delineated in BOLD. The student version of the Assessment Assignments does not include the Behaviors designated in bold; only the questions of the assignment. **SEE RUBRICS AND ASSESSMENT ASSIGNMENTS.** A copy of the Rubrics and corresponding Assessment Assignments (Measures 3-9) are located at the end of this section. **See Figures 4.3-4.16.**

Faculty rate the students' attainment of each of the Behaviors (dominant dimensions) of each Competency with the following scores: (4) Competent; (3) Approaching Competence; (2) Emerging Competence; and (1) Insufficient Progress. These scores are then placed on a Google-Sheet that was created for each of the department's Assessment Assignments. The results are then transferred to SPSS software. The scores for each of the Behaviors (dominant dimensions) within each Competency are averaged, thus creating a score for each of the Competencies for students in each of the two academic levels.

As noted above, in order to measure students' attainment of the nine Competencies of the foundation generalist practice year, three Assessment Assignments were created. The evaluation of these assignments include a multidimensional method of assessment for each Competency, with at least two dimensions (i.e. knowledge, values, skills, and cognitive affective processes) assessed for each of them. However, for several of the competencies, three or more dimensions are assessed as indicated below:

Foundation Generalist Practice Year (9 Competencies)

1) In Generalist Social Work Practice II (SWK-612), the Assessment Assignment (“Intervention Paper”) measures students’ attainment of Competencies 1, 2, 6, 7, and 8. For Competency 1, three dimensions are assessed, whereas for the others, two dimensions are assessed. This is referred to as **Measure 3 (See Figure 4.4)**.

2) In Social Welfare Policy Analysis (SWK-643), the Assessment Assignment (“Written Assignment”) measures students’ attainment of Competencies 3 and 5. For Competency 3, two dimensions are assessed, whereas for Competency 5, three dimensions are assessed. This is referred to as **Measure 4 (See Figure 4.6)**.

3) In Social Work Research I (SWK-646), the Assessment Assignment (“Client-Oriented Practical Evidence Search Assignment”) measures students’ attainment of Competencies 4 and 9. For each of these, three dimensions are assessed. This is referred to as **Measure 5 (See Figure 4.8)**.

Specialized Advanced Generalist Practice Year (12 Competencies)

1) In Advanced Social Work Practice in the Urban Environment II (SWK-714), the Assessment Assignment (“The Comprehensive Final Paper”) measures students’ attainment of Competencies 1, 2, 6, 7, 8, and 10. For Competency 1, three dimensions are assessed, whereas for the others, two dimensions are assessed. This is referred to as **Measure 6 (See Figure 4.10)**.

2) In Social Welfare Policy Practice (SWK-745), the Assessment Assignment (“The Capstone Assignment”) measures students’ attainment of Competencies 3, 5, and 12. For Competencies 3, two dimensions are assessed, whereas for Competencies 5 and 12, three dimensions are assessed. This is referred to as **Measure 7 (See Figure 4.12)**.

3) In Social Work Research II, (SWK-747), the Assessment Assignment (“Project Description and Final Research Proposal”) measures students’ attainment of Competencies 4 and 9. For each of these, three dimensions are assessed. This is referred to as **Measure 8 (See Figure 4.14)**.

4) In Administration in Urban Agencies (SWK-729), the Assessment Assignment (“Organizational Life-Cycle and Capacity Profile”) measures students’ attainment of Competency 11, with all four dimensions assessed. This is referred to as **Measure 9 (See Figure 4.16)**.

Response Rates for Assessment Measures

The following are the response rates for each of the Measures previously described for the Academic Year 2017-2018:

Course	Title	Assessments Received (Response Rate)
SWK 672 (Measure 1)	Fieldwork II	51/54 (94%)
SWK 774 (Measure 2)	Fieldwork IV	85/87 (98%)
SWK 612 (Measure 3)	Generalist Practice II	54/54 (100%)
SWK 643 (Measure 4)	Social Welfare Policy Analysis	53/54 (98%)
SWK 646 (Measure 5)	Social Work Research I	56/57 (98%)
SWK 714 (Measure 6).	Advance Practice in the Urban Environment	87/87 (100%)
SWK 745 (Measure 7)	Social Welfare Policy Practice	86/86 (100%)
SWK 747 (Measure 8)	Social Work Research II	93/94 (98%)
SWK 729 (Measure 9)	Administration in Urban Agencies	87/87 (100%)

Determination of Benchmarks

In the Spring of 2017, the faculty Evaluation Committee in the Lehman College Department of Social Work discussed and determined benchmarks for the assessment instruments for each Competency. As students are at various stages of learning in regard to becoming social workers, the committee decided that the vast majority of the students should obtain a score of “(3) Approaching Competence” for each Competency in regard to the level of the MSW program in which they are situated.

(NOTE: Field Instructors and Classroom Instructors were asked to rate the students’ level of learning for each competency based on the expectations for their position in the MSW program. Therefore, the expectations of competence for students completing Foundation Generalist Year courses and fieldwork would be lower than for students completing Advanced Generalist Specialized Year courses and Fieldwork.)

The Evaluation Committee determined that a benchmark of 80% of the students meeting “(3) Approaching Competence” for each of the Competencies would represent an appropriate representation of the concept of “vast majority.”

Individually, for the Foundation Generalist Year and Advanced Generalist Specialized Year, the percentage of students attaining “(3) Approaching Competence” for each Competency separately in the Field Instructors’ Evaluations and in the classroom Assessment Assignments were determined using SPSS software. **See Tables 4.1, 4.2, 4.3, 4.4 and 4.7.**

Separately for the Foundation Generalist Year and Advanced Generalist Specialized Year, the percentages of students achieving “(3) Approaching Competence” for each Competency in the Field Instructors’ Evaluations and the classroom Assessment Assignments were then averaged together, creating a final composite percentage of students attaining “(3) Approaching Competence.” For each Competency, scores of 80% or higher represent that the Benchmark was achieved. For each Competency, scores of less than 80% represent that the Benchmark was not achieved. **See Tables 4.5, 4.6, and 4.7.**

4.0.2: Program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

- Given the issues listed in **Accreditation Standard 4.0.1**, the program may need to make revisions to content for **Accreditation Standard 4.0.2**.

Site visit findings: Because the assessment measures were amended in summer 2019, and are currently being used for assessing the 2019-20 academic year, the program does not have one year of summary data for the updated Advanced Generalist specialization competencies/behaviors. This data should be available at the end of the 2019-20 academic year.

Going forward, beginning in Fall 2019, the Assessment Assignment Results will reflect the names of the new Specialized Advanced Generalist Behaviors. In Spring 2020, the Field Assessment Results will reflect these new Specialized Advanced Generalist Behaviors as well. The results for the Assessment Assignments and the Field Evaluations for 2018-2019 (for Competencies 1 through 9) still reflect the names of the same Behaviors for both the Foundation Generalist Year and the Specialized Advanced Generalist Year, even though it was understood that we were assessing the students’ work in the Specialized Year at a more advanced level than the students’ work in the Foundation Year. However, this will completely change in the 2019-2020 academic year.

TABLE 4.6 (ASSESSMENT OF STUDENT LEARNING OUTCOMES: ACADEMIC YEAR 2017-2018) indicates that all Benchmarks were achieved for Competencies 1 through 8 for both the Foundation Generalist Year and Advanced Generalist Specialized Year. However, in the Foundation Generalist Year, Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) was not achieved, as only 78.6% of

the students attained “3) Approaching Competence” on the composite assessment instruments. In the Advanced Generalist Specialized Year, the benchmark for Competency 9 was attained.

4.0.3: Program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

- Given the issues listed in **Accreditation Standard 4.0.1**, the program may need to make revisions to content for **Accreditation Standard 4.0.3**.

Site visit findings: Because the assessment measures were amended in summer 2019 and are currently being used for assessing the 2019-20 academic year, the program will need to revise the Form AS 4(M) on its website once the revised assessment outcomes have been calculated.

The final assessment outcomes (**Table 4.6**) are posted on the website for the MSW program of the Department of Social Work of Lehman College:

<http://www.lehman.edu/academics/health-human-services-nursing/social-work/masters-student-learning-outcomes.php>

As noted in Accreditation Standard 4.0.2, the 31 new Specialized Advanced Generalist Behaviors of Competencies 1 through 9 will be used beginning in Academic Year 2019-2020. These new Behaviors, the new Rubrics for the Assessment Assignments, and the new Specialized Advanced Year Field Evaluation Form, are all attached. The academic year 2018-2019 will have been the last year in which the same Behaviors for the Foundation and Specialized years will have been used for assessment purposes.

4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

- Given the issues listed in **Accreditation Standard 4.0.1**, the program may need to make revisions to content for **Accreditation Standard 4.0.4**.
- COA *Reaffirmation* decision types are described in [policy 2.6 in the EPAS Handbook](#).

Site visit findings: Because the assessment measures were amended in summer 2019 and are currently being used for assessing the 2019-20 academic year, the program will need to review the revised outcomes for the specialization year and determine implications for program renewal based on those results. It will also need to identify specific changes made to the program based on the revised outcomes.

As noted in Accreditation Standard 4.0.2, the 31 new Specialized Advanced Generalist Behaviors of Competencies 1 through 9 will be used beginning in Academic Year 2019-2020. These new Behaviors, the new Rubrics for the Assessment Assignments, and the new Specialized Advanced Year Field Evaluation Form, are all attached. The academic year 2018-2019 will have been the last year in which the same Behaviors for the Foundation and Specialized years will have been used for assessment purposes.

The final assessment outcomes were discussed in the monthly Social Work Department meetings. Although Competency 9 for the Foundation Generalist Year was the only one that did not meet the 80% benchmark in the assessment procedure, it was discussed that for both the Foundation Generalist Year and Advanced Generalist Specialized Year, the lowest values in the assessment findings were for Competencies 3 and 9, which both heavily involve the two research courses, Social Work Research I (SWK-646) and Social Work Research II (SWK-747). Therefore, a new Research Committee was established with six faculty members. This Research Committee began meeting in December 2018 in order to make substantial changes in the assignments for the two research courses. At the meeting, it was agreed that the two courses needed to have a more experiential focus, so that students could be exposed to research methods in a more hands-on way. It is hoped that this will enhance students' ability to conceptualize the research process and their ability to understand program evaluation. This new Research

Committee will continue meeting throughout Spring 2019 to create revised assignments for these courses for Fall 2019. However, it was decided that one significant change to the Social Work Research I (SWK-646) assignments would take place more quickly in Spring 2019. This involved the elimination of the use of COPEs (Client Oriented Practical Evidence Search) Questions in the final assignment of that course. Students and the faculty have found the structure of these standardized COPEs research study question formats to be cumbersome, and not helpful for student learning in regard to research and evaluation. The use of COPEs Questions were replaced in Spring 2019 with use of standard research study questions and hypotheses.

Although the combined (field and classroom) Benchmark was met (82.0%) for Competency 11 (Demonstrate the Ability to Provide Agency Based Supervision and Assume the Role of An Agency Administrator in Diverse Urban Settings), the percentage of students who met the classroom assessment assignment benchmark was 75.9% (see **Table 4.6**), which was lower than results for most of the other assessment assignments. At faculty meetings, it was discussed that the current assessment assignment (Measure 9, **Figure 4.16**), given to students in the SWK-729 Administration in Urban Agencies course in the spring semester did not accurately reflect the knowledge gained in the SWK-727 Supervision in Agency-Based Practice course previously given in the fall semester. Therefore, beginning in the Fall of 2018, two separate assessment assignments, one for the Supervision course and one for the Administration course, were created. Students who completed SWK-727 in Fall 2018 already completed the new supervision assessment assignment for that course; and students taking SWK-729 will complete the new supervision assessment assignment for that course this semester (Spring 2019).

Finally, although the combined (field and classroom) Benchmark was met for Competency 10 (87.2%), the percentage of students who attained the benchmark for the classroom assessment assignment of that Competency (Measure 6, **Figure 4.10**) was 79.3%. This was due to students' relatively low scores on Behavior 34 (dimension of "knowledge") of Competency 10 (Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems). The faculty teaching SWK-714 (Advanced Social Work Practice in the Urban Environment II) discussed how the question regarding trauma in the assessment assignment was only included as a sub-question of Question 5, which asked students about treatment planning. Many students therefore did not provide a comprehensive response to the question regarding trauma. Therefore, it was decided that the assessment assignment in Spring 2019 will include a separate detailed question regarding trauma.

**Table 4.1: Lehman College Master's Social Work Program: Foundation Year (Generalist Practice)
DIMENSION MEASURE IN REAL PRACTICE EXPERIENCE IN STUDENTS' FIELD PLACEMENTS**

Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Field Instructor's Evaluation	○ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (field instructor's evaluation item #1)	Values	For Measure 1: Aggregate student scores on items (behaviors) 1, 2, 3, 4, 5.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			○ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instructor's evaluation item #2).	C-A Processes			
			○ Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instructor's evaluation item #3).	Skills			
			○ Use technology ethically and appropriately to facilitate practice outcomes (field instructor's evaluation item #4).	Skills			
			○ Use supervision and consultation to guide professional judgment and behavior (field instructor's evaluation item #5).	C-A Processes			

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instructor's evaluation item #6). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 6, 7, 8.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Present themselves as learners and engage clients and constituencies as experts of their own experiences (field instructor's evaluation item #7). 	Skills			
			<ul style="list-style-type: none"> ○ Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instructor's evaluation item #8). 	C-A Processes			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (field instructor's evaluation item #9). 	Values	For Measure 1: Aggregate student scores on items (behaviors) 9 and 10.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Engage in practices that advance social, economic, and environmental justice (field instructor's evaluation item #10). 	Skills			
Competency 4: Engage in Practice- informed Research	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Use practice experience and theory to inform scientific inquiry and research (field instructor's evaluation item #11). 	Knowledge	For Measure 1: Aggregate student scores on	For Measure 1: Students must score a minimum of 3	Add up the students' scores for the 3 behaviors and divide by 3 to determine a

and Research-informed Practice			<ul style="list-style-type: none"> ○ Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instructor's evaluation item #12). 	C-A Processes	items (behaviors) 11, 12, and 13.	out of 4 points.	mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use and translate research evidence to inform and improve practice, policy and service delivery (field instructor's evaluation item #13). 	Skills			
Competency 5: Engage in policy practice	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (field instructor's evaluation item #14). 	Knowledge	For Measure 1: Aggregate student scores on items (behaviors) 14, 15, and 16.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Assess how social welfare and economic policies impact the delivery of and access to social services (field instructor's evaluation item #15). 	Skills			
			<ul style="list-style-type: none"> ○ Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (field instructor's evaluation item #16). 	C-A Processes			
Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (field instructor's evaluation item #17). 	Knowledge	For Measure 1: Aggregate student scores on items (behaviors) 17 and 18.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the

			<ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (field instructor's evaluation item #18). 	Skills			2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (field instructor's evaluation item #19). 	C-A Processes	For Measure 1: Aggregate student scores on items (behaviors) 19, 20, 21, and 22.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (field instructor's evaluation item #20). 	Knowledge			
			<ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (field instructor's evaluation item #21). 	Skills			
			<ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (field instructor's evaluation item #22). 	Skills			
Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (field instructor's evaluation item #23). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 23, 24, 25, 26 and 27.	For Measure 1: Students must score a minimum of 3	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5

			<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (field instructor's evaluation item #24). 	Knowledge		out of 4 points.	behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (field instructor's evaluation item #25). 	Skills			
			<ul style="list-style-type: none"> ○ Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (field instructor's evaluation item #26). 	Skills			
			<ul style="list-style-type: none"> ○ Facilitate effective transitions and endings that advance mutually agreed-on goals (field instructor's evaluation item #27). 	Skills			
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Select and use appropriate methods for evaluation of outcomes (field instructor's evaluation item #28). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 28, 29, 30, and 31.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (field instructor's evaluation item #29). 	Knowledge			
			<ul style="list-style-type: none"> ○ Critically analyze, monitor, and evaluate intervention and program processes and outcomes (field instructor's evaluation item #30). 	C-A Processes			

			<ul style="list-style-type: none">○ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (field instructor's evaluation item #31).	Skills			
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**Table 4.2: Lehman College Master's Social Work Program: Specialized Advanced Generalist Practice Year
DIMENSION MEASURE IN REAL PRACTICE EXPERIENCE IN STUDENTS' FIELD PLACEMENTS**

Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (field instructor's evaluation item #1). 	Values	For Measure 2: Aggregate student scores on items (behaviors) 1, 2, 3, 4, 5.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instructor's evaluation item #2). 	C-A Processes			
			<ul style="list-style-type: none"> ○ Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instructor's evaluation item #3). 	Skills			
			<ul style="list-style-type: none"> ○ Use technology ethically and appropriately to facilitate practice outcomes (field instructor's evaluation item #4). 	Skills			
			<ul style="list-style-type: none"> ○ Use supervision and consultation to guide professional judgment and behavior (field instructor's evaluation item #5). 	C-A Processes			

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instructor's evaluation item #6). 	Skills	For Measure 2: Aggregate student scores on items (behaviors) 6, 7, 8.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Present themselves as learners and engage clients and constituencies as experts of their own experiences (field instructor's evaluation item #7). 	Skills			
			<ul style="list-style-type: none"> ○ Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instructor's evaluation item #8) 	C-A Processes			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (field instructor's evaluation item #9). 	Values	For Measure 2: Aggregate student scores on items (behaviors) 9 and 10.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Engage in practices that advance social, economic, and environmental justice (field instructor's evaluation item #10). 	Skills			

Competency 4: Engage in Practice-	80%	Measure 2: Field	<ul style="list-style-type: none"> ○ Use practice experience and theory to inform scientific inquiry and research (field instructor's evaluation item #11). 	Knowledge	For Measure 2: Aggregate student scores on	For Measure 2: 2:	Add up the students' scores for the 3 behaviors and divide
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informed Research and Research-informed Practice		Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instructor's evaluation item #12). 	C-A Processes	items (behaviors) 11, 12, and 13.	Students must score a minimum of 3 out of 4 points.	by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use and translate research evidence to inform and improve practice, policy and service delivery (field instructor's evaluation item #13). 	Skills			
Competency 5: Engage in policy practice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (field instructor's evaluation item #14). 	Knowledge	For Measure 2: Aggregate student scores on items (behaviors) 14, 15, and 16.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Assess how social welfare and economic policies impact the delivery of and access to social services (field instructor's evaluation item #15). 	Skills			
			<ul style="list-style-type: none"> ○ Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (field instructor's evaluation item #16). 	C-A Processes			

Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (field instructor's evaluation item #17). 	Knowledge	For Measure 2: Aggregate student scores on items (behaviors) 17 and 18.	For Measure 2: Students must score a minimum of 3	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2
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			<ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (field instructor’s evaluation item #18). 	Skills		out of 4 points.	behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 2: Field Instructor’s Evaluation	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (field instructor’s evaluation item #19).	C-A Processes	For Measure 2: Aggregate student scores on items (behaviors) 19, 20, 21, and 22.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students’ scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (field instructor’s evaluation item #20).	Knowledge			
			Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (field instructor’s evaluation item #21).	Skills			
			Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (field instructor’s evaluation item #22).	Skills			
Competency 8: Intervene with individuals, families, groups,	80%	Measure 2: Field Instructor’s Evaluation	<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (field instructor’s evaluation item #23). 	Skills	For Measure 2: Aggregate student scores on items	For Measure 2:	Add up the students’ scores for the 5 behaviors and divide by 5 to determine a

<p>organizations, and communities</p>			<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (field instructor’s evaluation item #24). 	<p>Knowledge</p>	<p>(behaviors) 23, 24, 25, 26 and 27.</p>	<p>Students must score a minimum of 3 out of 4 points.</p>	<p>mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<ul style="list-style-type: none"> ○ Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (field instructor’s evaluation item #25). 	<p>Skills</p>						
<ul style="list-style-type: none"> ○ Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (field instructor’s evaluation item #26). 	<p>Skills</p>						
<ul style="list-style-type: none"> ○ Facilitate effective transitions and endings that advance mutually agreed-on goals (field instructor’s evaluation item #27). 	<p>Skills</p>						
<p>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>80%</p>	<p>Measure 2: Field Instructor’s Evaluation</p>	<ul style="list-style-type: none"> ○ Select and use appropriate methods for evaluation of outcomes (field instructor’s evaluation item #28). 	<p>Skills</p>	<p>For Measure 2: Aggregate student scores on items (behaviors) 28, 29, 30, and 31.</p>	<p>For Measure 2: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students’ scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (field instructor’s evaluation item #29). 	<p>Knowledge</p>						
<ul style="list-style-type: none"> ○ Critically analyze, monitor, and evaluate intervention and program processes and outcomes (field instructor’s evaluation item #30). 	<p>C-A Processes</p>						

			<ul style="list-style-type: none"> ○ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (field instructor's evaluation item #31). 	Skills			
Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively (field instructor's evaluation item #32). 	Skills	For Measure 2: Aggregate student scores on items (behaviors) 32, 33, 34, 35, and 36.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Using the value of cultural humility, provide culturally sensitive services in urban settings (field instructor's evaluation item #33). 	Values			
			<ul style="list-style-type: none"> ○ Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems (field instructor's evaluation item #34). 	Knowledge			
			<ul style="list-style-type: none"> ○ Navigate complex social service delivery systems to secure effective resources for diverse client systems (field instructor's evaluation item #35). 	Skills			
			<ul style="list-style-type: none"> ○ Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems (field instructor's evaluation item #36). 	Values			

<p>Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>80%</p>	<p>Measure 2: Field Instructor's Evaluation</p>	<ul style="list-style-type: none"> ○ Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings (field instructor's evaluation item #37). ○ Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical (field instructor's evaluation item #38). ○ Demonstrate the ability to choose and implement strategies to promote effective administration policies (field instructor's evaluation item #39). ○ Model ethical decision-making for agency administration based on social work values and ethics (field instructor's evaluation item #40). 	<p>Knowledge</p> <p>C-A Processes</p> <p>Skills</p> <p>Values</p>	<p>For Measure 2: Aggregate student scores on items (behaviors) 37, 38, 39, and 40.</p>	<p>For Measure 2: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<p>Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>80%</p>	<p>Measure 2: Field Instructor's Evaluation</p>	<ul style="list-style-type: none"> ○ Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society (field instructor's evaluation item #41). ○ Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner (field instructor's evaluation item #42). 	<p>Skills</p> <p>Knowledge</p>	<p>For Measure 2: Aggregate student scores on items (behaviors) 41, 42, and 43.</p>	<p>For Measure 2: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>

			<ul style="list-style-type: none">○ Use reflection and self-awareness to contemplate possible leadership roles to pursue (field instructor's evaluation item #43).	C-A Processes			
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Table 4.3: Lehman College Master's Social Work Program: Foundation Year (Generalist Practice): Assessment Assignments
DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Description	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate ethical and professional behavior	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Values; C-A Processes; Skills	For Measure 3: Aggregate student scores on rubric items 1-3.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (1-3).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Skills; C/A Processes	For Measure 3: Aggregate student scores on rubric items 6 and 8.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (6 & 8).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 3: Advance human rights and social, economic, and environmental justice	80%	Measure 4: Social Welfare Policy Analysis Written Assignment II (Course-embedded measure) SWK-643: Social Welfare Policy Analysis	Students will complete a detailed "choice analysis" based on Gilbert & Terrell regarding the social welfare policy issues where they are doing their field placement.	Values; Skills	For Measure 4: Aggregate student scores on rubric items 9 and 10.	For Measure 4: Students must have a mean score of 3 out of 4 on rubric items (9 & 10).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

<p>Competency 4: Engage in practice-informed research and research-informed practice</p>	<p>80%</p>	<p>Measure 5: Social Work Research I (Course-embedded measure)</p> <p>SWK-646: Social Work Research I</p>	<p>Students will complete a three-part paper in which they create an evidence-based practice study question and perform a literature review regarding the question.</p>	<p>Knowledge; C-A Processes; Skills</p>	<p>For Measure 5: Aggregate student scores on rubric items 11, 12 and 13.</p>	<p>For Measure 5: Students must have a mean score of 3 out of 4 on rubric items (11, 12 & 13).</p>	<p>Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>

Competency 5: Engage in policy practice	80%	<p>Measure 4: Social Welfare Policy Analysis Written Assignment II (Course-embedded measure)</p> <p>SWK-643: Social Welfare Policy Analysis</p>	Students will complete a detailed “choice analysis” based on Gilbert & Terrell regarding the social welfare policy issues where they are doing their field placement.	Knowledge; Skills; C-A Processes	For Measure 4: Aggregate student scores on rubric items 14, 15, and 16.	For Measure 4: Students must have a mean score of 3 out of 4 on rubric items (14, 15 & 16).	Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	<p>Measure 3: Intervention Paper (Course-embedded measure)</p> <p>SWK-612: Generalist Social</p>	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Knowledge; Skills	For Measure 3: Aggregate student scores on rubric items 17 and 18.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (17 and 18).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

		Work Practice II					
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	C-A Processes; Skills	For Measure 3: Aggregate student scores on rubric items 19 and 21.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (19 and 21).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Skills; Knowledge; Skills	For Measure 3: Aggregate student scores on rubric items 23, 24, and 25.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (23, 24, and 25).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	Measure 5: Social Work Research I (Course-embedded measure) SWK-646: Social Work Research I	Students will complete a three-part paper in which they create an evidence-based practice study question and perform a literature review regarding the question.	Skills; Knowledge; C-A Processes; Skills	For Measure 5: Aggregate student scores on rubric items 28-31.	For Measure 5: Students must have a mean score of 3 out of 4 on rubric items (28-31).	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Table 4.4: Lehman College Master's Social Work Program: Specialized Advanced Generalist Practice Year: Assessment Assignments
DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Description	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate ethical and professional behavior	80%	Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure) SWK-714: Advanced Social Work Practice in the Urban Environment II	Students are presented with the case of "Linda" and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Values; C-A Processes; Skills	For Measure 6: Aggregate student scores on rubric items 1-3.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (1-3).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course- embedded measure) SWK-714: Advanced Social Work Practice in the Urban Environment II	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Skills; C/A Processes	For Measure 6: Aggregate student scores on rubric items 6 and 8.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (6 & 8).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 3: Advance human rights and social, economic, and environmental justice	80%	Measure 7: Capstone Project (Course-embedded measure) SWK-745: Social Welfare Policy Practice	Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.	Values; Skills	For Measure 7: Aggregate student scores on rubric items 9 and 10.	For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (9 & 10).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 4: Engage in practice-informed research and research-informed practice	80%	<p>Measure 8: Project Description and Final Research Proposal: Social Work Research II (Course-embedded measure)</p> <p>SWK-747: Social Work Research II</p>	Students are required to choose a research topic and carry out all of the steps of a research proposal including a thorough literature review.	Knowledge; C-A Processes; Skills	For Measure 8: Aggregate student scores on rubric items 11, 12 and 13.	For Measure 8: Students must have a mean score of 3 out of 4 on rubric items (11, 12 & 13).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 5: Engage in policy practice	80%	<p>Measure 7: Capstone Project (Course-embedded measure)</p> <p>SWK-745: Social Welfare Policy Practice</p>	Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.	Knowledge; Skills; C-A Processes	For Measure 7: Aggregate student scores on rubric items 14, 15, and 16.	For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (14, 15 & 16).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Knowledge; Skills	For Measure 6: Aggregate student scores on rubric items 17 and 18.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (17 and 18).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure) SWK-714: Advanced Social Work Practice in the Urban Environment II	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	C-A Processes; Skills	For Measure 6: Aggregate student scores on rubric items 19 and 21.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (19 and 21).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Skills; Knowledge; Skills	For Measure 6: Aggregate student scores on rubric items 23, 24, and 25.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (23, 24, and 25).	Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	<p>Measure 8: Project Description and Final Research Proposal: Social Work Research II (Course-embedded measure)</p> <p>SWK-747: Social Work Research II</p>	Students are required to choose a research topic and carry out all of the steps of a research proposal including a thorough literature review.	Skills; Knowledge; C-A Processes; Skills	For Measure 8: Aggregate student scores on rubric items 28-31.	For Measure 8: Students must have a mean score of 3 out of 4 on rubric items (28-31).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
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<p>Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>80%</p>	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	<p>Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.</p>	<p>Skills; Knowledge;</p>	<p>For Measure 6: Aggregate student scores on rubric items 32 and 34.</p>	<p>For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (32 and 34).</p>	<p>Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
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<p>Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>80%</p>	<p>Measure 9: Organizational Life-Cycle and Capacity Profile (Course-embedded measure)</p> <p>SWK-729: Administration in Urban Agencies</p>	<p>Students will perform an organizational life cycle and capacity profile of their fieldwork agency including issues of ethical supervision.</p>	<p>Knowledge; C-A Processes; Skills; Values</p>	<p>For Measure 9: Aggregate student scores on rubric items 37-40.</p>	<p>For Measure 9: Students must have a mean score of 3 out of 4 on rubric items (37-40).</p>	<p>Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
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<p>Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>80%</p>	<p>Measure 7: Capstone Project (Course-embedded measure)</p> <p>SWK-745: Social Welfare Policy Practice</p>	<p>Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.</p>	<p>Skills; Knowledge; C-A Processes</p>	<p>For Measure 7: Aggregate student scores on rubric items 41, 42, and 43.</p>	<p>For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (41, 42 & 43).</p>	<p>Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
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**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	$(100.0\% + 100.0\%) = 200/2 =$ 100.0%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	$(94.1\% + 100.0\%) = 194.1/2 =$ 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 88.0%	(88.0% + 98.0%) =186/2= 93.0%	Yes
		Measure 4: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 4: 98.0%		
Competency 4: Engage in Practice- informed Research and Research-informed Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 75.0%	(75.0% + 85.5%) =160.5/2= 80.3%	Yes
		Measure 5: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 5: 85.5%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 5: Engage in Policy Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 89.6%	(89.6% + 92.5%) =182.1/2= 91.1%	Yes
		Measure 4: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 4: 92.5%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	(94.1% + 100.0%) =194.1/2= 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.00%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 93.7%	(93.7% + 100.02%) =193.7/2= 96.9%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	(94.1% + 100.0%) =194.1/2= 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 82.6%	$(82.6\% + 74.5\%)$ $=157.1/2=$ 78.6%	Yes
		Measure 5: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 5: 74.5%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 98.8%	$(98.8\% + 90.8\%) = 189.6/2 =$ 94.8%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 90.8%		
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	$(100.0\% + 90.8\%) = 190.8/2 =$ 95.4%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 90.8%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 97.6%	(97.6% + 100.0%) =197.6/2= 98.8%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 89.9%	(89.9% + 78.3%) =168.2/2= 84.1%	Yes
		Measure 8: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 8: 78.3%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 5: Engage in Policy Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 92.7%	(92.7% + 100.0%) = 192.7/2 = 96.4%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	(100.0% + 89.7%) = 189.7/2 = 94.9%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 89.7%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 96.4%	(96.4% + 86.2%) =182.6/2= 91.3%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 86.2%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 96.4%	(96.4% + 85.1%) =181.5/2= 90.8%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 85.1%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 92.8%	$(92.8\% + 73.9\%) = 166.7/2 =$ 83.4%	Yes
		Measure 8: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 8: 73.9%		
Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 95.1%	$(95.1\% + 79.3\%) = 174.4/2 =$ 87.2%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 79.3%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 88.0%	(88.0% + 75.9%) =163.9/2= 82.0%	Yes
		Measure 9: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 9: 75.9%		
Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 95.1%	(95.1% + 100.0%) =195.1/2= 97.6%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress
Student does not meet the expectations of a student completing this course.
- EC Emerging Competence
Student is beginning to meet the expectations of a student completing this course.
- AC Approaching Competence
Student is approaching the expectations of a student completing this course
- C Competent
Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<table border="1" style="width: 100%; height: 100%;"> <tr style="background-color: #cccccc;"> <td colspan="4"></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	IP	EC	AC	C								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	IP	EC	AC	C								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	IP	EC	AC	C								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	IP	EC	AC	C								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and theory to inform scientific inquiry and research.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VII: Assess individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT**SPRING
SEMESTER**

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

Date

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress
Student does not meet the expectations of a student completing this course.
- EC Emerging Competence
Student is beginning to meet the expectations of a student completing this course.
- AC Approaching Competence
Student is approaching the expectations of a student completing this course
- C Competent
Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY VII: Assess individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY X: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.</p>	<p>IP EC AC C</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>								
<p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

COMPETENCY XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. . Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Model ethical decision-making for agency administration based on social work values and ethics.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY XII: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

FALL SEMESTER

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress
Student does not meet the expectations of a student completing this course.
- EC Emerging Competence
Student is beginning to meet the expectations of a student completing this course.
- AC Approaching Competence
Student is approaching the expectations of a student completing this course
- C Competent
Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VII: Assess individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY X: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.</p>	<p>IP EC AC C</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>					
<p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>		IP	EC	AC	C	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Model ethical decision-making for agency administration based on social work values and ethics.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY XII: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

SPRING SEMESTER

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

IV. Student's Strengths:

V. Student's Limitations or Areas Identified for Additional Experience:

VI. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

Date

Figure 4.3
Rubric for Measure 3
SWK 612

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 1 – Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 2– Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 6 - Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7 - Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 8 - Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.4
Measure 3

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 4: Intervention Paper (20 points)

This assignment asks you to develop an intervention plan utilizing the client system that you selected for the bio-psycho-social assessment last semester. As the assigned worker to this client system, write a paper in which you:

- **Write a bio-psycho-social summary of the client system.** Provide enough information so that the reader obtains a picture of the client system including:
 - Describe the perceived presenting problem (s). **BEHAVIOR 19**
 - Provide your formulation of the client system's life situation, systemic factors that function to maintain the current situation, and those factors that are strengths and resources that will support solutions to the problem (see Part V of the bio-psycho-social assessment guide). **BEHAVIORS 6, 19**
 - Describe the agreed upon goals. **BEHAVIOR 21**
- **Describe your intervention in detail. BEHAVIOR 23**
 - Describe the theoretical basis of your intervention. **BEHAVIORS 17, 24**
 - Describe the strengths within the client system.
 - Describe barriers (micro, meso, macro, including issues regarding inter-professional collaboration) you have faced or could potentially face in working with this client system. **BEHAVIOR 25**
 - Describe any transference and countertransference issues you have faced or foresee facing in working with this client system. **BEHAVIORS 2, 8**
 - What ethical challenges based on the NASW Code of Ethics, or any other ethical issues including issues of diversity, arose in your work with this client system? **BEHAVIOR 1, 6**

Note:

- If you are writing about a group – discuss the purpose of the group. Where do the members come from? How are they selected? Is the group time limited or not? Is it an open or closed group? What are the criteria for membership? How does the group fit into the mission of the agency? Describe any norms, roles, and interactions that currently exist among group members.
- If you are writing about a couple/family--who is the identified client? Why has the couple/family decided to seek help now? What roles are held by the various family members? To what extent is each family member open to change in themselves, other family members, and in the entire family? What lines of communications currently exist within the couple/family?

Submit a full process recording that illustrates points you make in your paper. Highlight those portions of the process recording that are particularly illustrative. **BEHAVIORS 3, 18**

- Support/contrast your work with a minimum of four social work peer reviewed articles.
 - Please utilize APA style.
 - Use subheadings to help organize your paper.
 - Length of paper: 10-12 pages (not including cover page, references, and process recording) Due Date:
-

Figure 4.5
Rubric for Measure 4
SWK 643

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 3 – Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Engage in practices that advance social, economic and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 5 – Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Assess how social welfare and economic polices impact the delivery of and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. Apply critical thinking to analyze, formulate and advocate for polices that advance human rights and social, economic and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.6
Measure 4

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SOCIAL WELFARE POLICY ANALYSIS

SWK 643

Spring 2018

WRITTEN ASSIGNMENT II (30 points)

Task: This assignment asks you to read Chapter 3 of the Gilbert & Terrell textbook, which presents the authors' framework for choice analysis of social welfare policy. There are four aspects to this analysis:

- Basis of Social Allocation: Eligibility
- Nature of Social Provision: Benefit
- Design of the Delivery System: Administrative Issues
- Mode of Finance: Source of Funding (and its implications)

In addition, this course is being presented within the context of social work's commitment to social justice. Primarily, this paper will involve a choice analysis based on Gilbert & Terrell's framework.

Purpose: The purpose of the assignment is for you to complete a choice analysis. This assignment will help students to identify social policies and programs that impact the well-being of clients as well as the delivery of services and access to services.

Details: Your paper should be approximately 8 pages plus a reference page in which you:

1. identify and describe the program where you are doing your internship (about .5 page);
2. complete a choice analysis of this program (about 6 pages); **BEHAVIORS 14 and 15**
3. select one of the elements from the choice analysis and discuss how the program may be improved to further social justice (about 1.5 pages). **BEHAVIORS 9, 10, and 16**

NOTE: This suggested improvement CANNOT involve the expenditure of additional funding.

ALSO NOTE: If you are not doing your fieldwork this term, please choose an agency or program that you are interested in and complete the assignment based on this program.

All written assignments are expected to be the product of your own work. Plagiarism in any form will not be tolerated. Plagiarism includes not citing sources of information. Use agency manuals and websites, other organizational documents, government documents, and personal communications with your supervisors, directors, and others. Format the paper in APA 6th ed. style.

The second written assignment will be graded according to the following rubric:

content area	points	comments
description of program	2	
program eligibility	5	
types of benefits	5	
service delivery	5	
financing	5	
social justice issues	3	
effective written style	5	
total points:	30	

Figure 4.7
Rubric for Measure 5
SWK 646

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 4 – Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Use and translate research evidence to inform and improve practice, policy and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.8
Measure 5

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 646

Social Work Research 1

Spring 2018

**Client-Oriented Practical Evidence Search (COPES) Assignment
20% of final grade**

**Please note there are three due dates for this assignment.
It is completed in three stages.**

The primary purpose of this assignment is to learn how to use research to inform and enhance your practice in the field. A secondary purpose is to understand how social science research articles are written and organized and to give you experience with how research concepts come together to create a finished scientific report.

Assignment overview: You will be asked to describe a case problem, use it to formulate a research question, and identify scientific evidence that addresses that problem.

Assignment Details

Part 1. (5% of final grade)

1. Read: Gibbs, L. E. (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thomson learning. Chapter 1: Evidence-based practice: Definition and what it offers to you and to your clients, pp. 1-24; Chapter 3: Pose a specific question of importance to your clients' welfare, pp. 53-87.
2. Familiarize yourself with the website: <http://www.evidence.brookscole.com/>
3. Identify a practice problem that you are encountering or have encountered in the field. **(BEHAVIORS 11 and 12)**
4. Write a brief summary of the presenting problem (1-2 paragraphs). This should serve as a rationale for the question. **(BEHAVIORS 11 and 12)**
5. Based on the practice problem identified, write a COPES question (1 sentence). **(BEHAVIOR 13)**

Part 2. (5% of final grade)

1. Create a list of key words and synonyms that stem from your COPES question (list length will vary). **(BEHAVIOR 13)**
2. Identify a database that could be used to find research articles related to your topic. **(BEHAVIOR 13)**
3. Search the database using your key words and synonyms. Write down the combinations of key words that you use in your searches. **(BEHAVIOR 13)**
4. Find articles that speak to your research question. They may not answer your question directly but can provide you with initial data on how to approach the problem. **(BEHAVIORS 28 and 29)**
5. Evaluate which articles from your searches best answer your question, and create an APA-style reference page with those articles. Indicate the database and a list of the combination of key words and synonyms you used. **(BEHAVIORS 28 and 29)**

Part 3. (10% of final grade)

1. Use a table to describe the articles you selected. **(BEHAVIORS 30 and 31)**
 - a. Your table should include:
 - Name of study & authors
 - Date of article
 - Type of study (e.g. RCT, qualitative, cross-sectional, meta-analysis, lit review, secondary data analysis, etc.)
 - Sample characteristics
 - Data collection method
 - Intervention characteristics

- Findings

Name of study and authors	Date	Type of study	Sample characteristics	Data collection method	Intervention characteristics	Findings

2. Summarize the findings: altogether, what have you learned? (1 paragraph) **(BEHAVIORS 30 and 31)**
3. Can any of the evidence you have found be feasibly applied to your placement? How so? (Or why not?) (1-2 paragraphs) **(BEHAVIORS 30 and 31)**
4. Make a conclusion with a final recommendation summarizing how this problem can best be addressed, according to the available research. **(BEHAVIORS 30 and 31)**

As noted above, this website may be of great assistance to you as you complete the assignment:

<http://www.evidence.brookscole.com/copse.html>

Figure 4.9
Rubric for Measure 6
SWK 714
Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
-------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

2015 EPAS Competencies	Behaviors				
		IP	EC	AC	C
Competency 1 – Demonstrate ethical and professional behavior	1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 2– Engage diversity and difference in practice	6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 6 - Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7 - Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 8 - Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 10 – Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.10
Feature 6

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 714

Comprehensive Final Paper

SPRING 2018

Final Paper: SWK-714 - Advanced Social Work Practice - May 2018

This final comprehensive paper pertains to the case of “Linda”, which you will receive in class. In writing this paper, pretend that you are a social worker working with Linda in an inpatient psychiatric unit. Please use the information in the case scenario to discuss your work with Linda according to the following questions:

NOTE: BEHAVIOR 3 will be rated by the entire professional quality of the writing of this paper.

BEHAVIOR 1:

1. What ethical problems, including specific issues from the NASW Code of Ethics, would you encounter when working with Linda, her family, and the staff on the unit?

From the case scenario, please cite a minimum of three ethical issues, and discuss how you would handle them.

BEHAVIORS 2:

2. Reflect on and discuss the countertransference you would experience towards Linda, her family, Tony, your social work supervisor, and the interdisciplinary staff of your unit. Discuss how you would maintain your professional self while experiencing your emotional reactions. **BEHAVIOR 25:** In this regard, how would you collaborate with the non-social work staff in order to best help Linda?

BEHAVIORS 6, 8, and 32:

3. Discuss how multiple issues of diversity have intersected in shaping Linda’s life experiences, and how you would manage your own personal biases and values around these issues.

BEHAVIORS 17 and 24:

4. Apply three practice/human behavior theories to this case. Discuss how these theories would inform your engagement, assessment, and intervention strategies with Linda.

BEHAVIOR 18: Also discuss how any of these theories would help inform your ability to be empathic, and reflective with Linda and others in her life, and enhance your interpersonal skills with them. Note: Your instructor for SWK-714 will give you instructions regarding the practice/human behavior theories you may use for this paper.

BEHAVIORS 19, 21, and 23:

5. From your collection and organization of information about the case, discuss two possibly mutually-agreed upon goals that you would hope to work on with Linda.

Describe what interventions you might use to help Linda achieve these goals.

BEHAVIOR 34: How might issues of trauma affect Linda’s work towards these goals?

*This paper should be **at least 8 pages** double-spaced. There is no maximum length for any part of this paper. Please use APA style of citations.*

Figure 4.10.1
Rubric for
SWK 727

SWK 727

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 11 – Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.10.2
Measure 6.5
SWK 727

**LEHMAN COLLEGE
 CITY UNIVERSITY OF NEW YORK
 DEPARTMENT OF SOCIAL WORK
 MSW PROGRAM**

SWK 727

Supervision in Agency-Based Practice

Fall 2018

Assignment II: Case Scenario

Please read the attached scenario concerning you as supervisor and your worker Bobby (a social worker with five years experience) **and write a 7-8 page paper, excluding cover and reference pages, analyzing how the principles of administrative and supportive supervision will guide your responses to the situation.** This vignette is written in two parts and although you will no doubt read it all before beginning to write the paper, it is important that you separate your discussion: after part one and after part two. The questions that are listed in the scenario are meant as a guide to your thinking and are not inclusive of the way you discuss this case in your paper. In addition to making specific references to textbooks and articles, you should also reference the NASW Code of Ethics and the NASW/ASWB Best Practice Standards in Social Work Supervision. It is important that your paper be grounded in the principles of supervision discussed in this course, not simply a personalized reaction to the vignette.

This assignment requires you to critically choose supervisory interventions to achieve practice goals and enhance capabilities of clients and staff. You will need to critically analyze and evaluate intervention and program processes and outcomes and apply evaluation findings to improve practice effectiveness.

The paper should be doubled-spaced, in twelve-point type, with one-inch margins on all sides. Use APA 6th edition guidelines for in-text citations and the reference page.

Due Date: December 6, 2018

Grading Policy for assignment:

Your grade will be based on my assessment of both the content of your paper and your writing. “Content” refers to your engagement with the material, including your ability to apply abstract ideas to the specifics of the assignment. “Writing” includes coherence, clarity, and adherence to rules of grammar and use of APA 6th ed. style.

This assignment is worth 35% of your final grade.

Late or electronically delivered papers will not be accepted.

CASE VIGNETTE FOR SECOND WRITTEN ASSIGNMENT: SUPPORTIVE AND ADMINISTRATIVE SUPERVISION

PART ONE: (BEHAVIOR 38)

You are sitting at your desk one fine day, feeling pretty good at how things are going in your unit. Your unit receives a phone from Mrs. Client who demands to speak with the supervisor. Her worker is Bobby but he’s in the field and is not expected back until tomorrow. Mrs. Client angrily lists all sorts of complaints about your agency and the services she’s not getting. I’m tired of not getting any help from you people who are supposed to be helping. You listen and you’re struck by the fact that she never mentions Bobby’s name. You asked if she talked with her worker about these complaints. Mrs. Client stops for a second and says, “Oh I know who you mean. But I can’t keep coming to your office every time I need something.” You then get off the phone with Mrs. Client promising to get back to her.

You then pull out Mrs. Client's case record. As you remembered (and feared) Bobby has progress notes for home visits to Mrs. Client twice a month for the last three months. The last time he saw Mrs. Client in this office was 3½ months ago.

You call Mrs. Client and say, I just want to clarify something. Did you mention any of these problems to your worker when he visits your home? Mrs. Client responds:

"I have no idea what you're talking about. Like I said when I saw the gentleman at your agency way back when, he said if I had any problem I should come to the agency and talk to him about it. But I don't have time for that."

- **What are you feeling?**
- **When will you bring this matter to the attention of your administrator? What are the recommendations of the administrator after you bring it up?**
- **Describe how you plan to interview Bobby. Where? What time? What specific questions? What do you anticipate he will say? What do you anticipate his response to your remarks will be?**

PART TWO: **(BEHAVIORS 37 AND 38)**

The next morning you interview Bobby in your office. You tell him you received a call from Mrs. Client. Bobby wonders what she could want since there's usually no particular problem. You state that she has a lot of issues she needs help with. Bobby says he will get right on it and starts to leave. You ask him to stay and tell him that she claims not to have seen him in quite a while. Bobby says people are funny about time. You say that she can't remember being visited by Bobby. He asks, "What's this about?" You ask if he remembers he is mandated to visit his clients at least once a month. He says he does his job fine, and asks what is really going on.

You say, "Help me to understand this. Your progress notes say you visit twice a month. She says she's never seen you in her apartment."

After a brief exchange between you, Bobby suddenly gets red-faced and his voice shakes as he says the following: "I did go to Mrs. Client's apartment the first time. And was mugged for my efforts! You can't understand what I went through, the humiliation. And I couldn't tell you, that would only deepen the humiliation. I didn't even go to the police. Fortunately it was a Friday, so I just went home for the rest of the afternoon and rested up over the weekend. So, yeah, I messed up. But really, you're right, I will go out there right now and turn this thing around. I'm sorry."

What are you feeling?

What are you going say and do next with Bobby?

What recommendation(s) will you make to administration about disciplinary action for Bobby? Please provide a rationale for your recommendation(s) based on theoretical approaches to supervision that you learned in this course.

Figure 4.11
Measure 7
SWK 745

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
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2015 EPAS Competencies	Behaviors				
		IP	EC	AC	C
Competency 3 – Advance human rights and social, economic, and environmental justice	9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 5 – Engage in policy practice	14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	43. Use reflection and self-awareness to contemplate possible leadership roles to pursue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.12
Measure 7

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 745

SOCIAL WELFARE POLICY PRACTICE

SPRING 2018

Capstone Project Assignment Description

Task: The capstone project is the culmination of your studies in the M.S.W. program and is designed to integrate the knowledge, values, and skills you have learned across the curriculum. Over the course of the semester, you will work in a small group to describe a social issue and publically present a new way of addressing the problem.

Purpose: The purpose of these assignments is for you to demonstrate your skills as a policy practitioner. To that end, you will show your knowledge, values, and skills as they relate to the all of the competencies and practice behaviors as you will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an advanced generalist social work practitioner within the context of diverse urban environments.

Details: There are several components to the capstone project:

1. Policy brief – two parts
 - a. Formulation of the social issue (Capstone part 1) **BEHAVIORS 14 AND 15**
 - b. Formulation of a response (Capstone part 3) **BEHAVIORS 9 AND 16**
2. History and Causes – a visual timeline (Capstone part 2) **BEHAVIORS 14 AND 15**
3. Plan for public presentation (Capstone part 4) **BEHAVIORS 10 AND 41**
4. Classroom presentation (Capstone part 5) **BEHAVIORS 42 AND 43**

Each component is described in detail below.

Policy Brief Part 1: Formulation of the Social Issue (Outline DUE _____)

Each group will select a social issue/problem/condition (hereafter “the social issue”) that affects a large number of people in the urban environment in the New York City metropolitan region. The social issue directly or indirectly impacts individuals, families, organizations, and/or communities. Examples of social issues include poverty, prostitution, crime, civil rights, racial and ethnic profiling, violence, gangs, lack of affordable housing, health care, human trafficking, HIV/AIDS, and immigration, among others.

Each group will prepare a formulation and precise definition describing the social issue. Provide background information about the social issue (i.e. who it affects, the needs of this population specific to the social problem.).

Specifically:

- From a practice perspective, explain how this issue affects social work clients. Who does it affect and how? Pay particular attention to social work’s core constituents: those who are vulnerable, at-risk, needy, oppressed, disadvantaged, etc.
- What are the current costs associated with this social issue?
- Discuss the social issue from a social justice perspective. Use social work values and ethics to describe the social issue.
- By explaining how this social issue affects social work clients and by framing the social issue in terms of social justice, provide a rationale for change to the status quo. In this way, you justify the change.

You will need to gather data. How many people are affected? What percentage of the population is directly affected? Which demographic groups are disproportionately affected based on their percentage of the population? Has there been an increase, decrease, or stabilization of the prevalence rate? Over what time frame? What are the direct costs for treatment? What are the costs in terms of lost productivity or opportunity costs? Has spending on this social issue increased, decreased, or stabilized recently?

Due dates: An outline for this piece of the policy brief is due ____^t. You should answer all of the above questions in detail. You can use bullets or blurbs, but please be certain all of the information is there. You should also provide a reference list. You will receive feedback based on how well you completed the outline, whether there is information missing, appropriateness of references, etc. You should incorporate this feedback into your final written policy brief, which is due later in the term.

2. History and Causes of the Issue – A Visual Timeline (DUE _____)

You will need to work on and complete this project before completing the remainder of the policy brief, as this piece will inform the second part of your policy brief. Research the history and emergence of the issue in the New York City metropolitan region. Your group is tasked with finding a creative way to represent the way that your chosen social issue has emerged over time, how it has been dealt with over time, and to describe the current and previous policies that have been designed to address the issue. You can use a mixed media approach, either through creative arts materials or digital media, or some combination of both. The idea is to develop some creative way to share this information. You may choose to share all or part of this piece of your assignment in either or both of your presentations, as you feel relevant. The visual timeline will be a part of your final portfolio.

Specifically:

- At what point in time did the issue emerge as a major social issue?
- Trace the history of the development of this issue.
- Identify the stakeholders who have been and are now concerned with this issue.
- Describe the current policies that are designed to address this issue, as well as previous policies (did this issue always impact the same groups?).
- When were these policies put in place?
- How have social services agencies dealt with this issue over time?
- Where was this issue situated politically or ideologically? Who supported it?

History and Causes Grading: This assignment will be based on the rubric below for a total of 15 points

Content	points	comments
emergence and history of the issue (4)		
Stakeholders (3)		

current policies (3)		
social services agencies' involvement (3)		
Effective presentation of material (2)		
Total		

Policy Brief Part 2: Formulate your response to the issue – Outline DUE _____

Your group will take action to change how this social issue is currently addressed. In this part of the assignment, you will develop a specific plan to take that action. In order to frame your proposed change, you must understand who is affected and how (from the formulation component), the history of the issue (from the history and causes component), and what could be done differently. Thus, you need to understand the alternatives.

- Describe other relevant programs and policies that are in place in other agencies, cities, states, or countries (as applicable). What has worked well elsewhere and in what ways? What has been tried but not worked so well? What has not been tried?
- Based on the current programs and policy here and elsewhere, what are the options to do things differently? That is, what are possible solutions to this perceived problem?
- What are the advantages and disadvantages associated with the existing approach and with other options?
 - Based on what has been tried and other options, what is your proposal? Be sure to address how your proposal reflects social work values and ethics and how your proposed change is consistent with social work practice. Describe in detail your change, innovation, or addition. What exactly do you think should happen? State clear objectives and what exactly they are intended to accomplish.
- Based on the needs and desires of stakeholders', including social work constituents, costs, and political viability, address how feasible your change actually is. Be realistic.

An outline for this part of the policy brief – with answers to all above questions, reference list, etc is due March 28th. You will receive feedback based on your outline and will be expected to incorporate this feedback into your full policy brief, which is due on the day you do your class presentation.

Full Policy Brief Grading: This assignment will be based on the rubric below and is *due on the date you do your classroom presentation*. The policy brief paper, including parts 1 and 2, should be approximately 10-12 of text pages long (Times New Roman, 12-point font with 1 inch margins) plus a full reference page (including references used in both parts, in APA style. *It is worth a total of 15 points.*

content	points	comments
existence and effectiveness of other programs and policies (2)		
assessment of options for change (2)		
proposed change, including objectives (2)		
Feasibility (2)		
scope of social issue (2)		
Costs (1)		
issue from a social justice perspective (1)		
justification for change from status quo (1)		
Written Mechanics (including grammar, punctuation, organization, APA style, integration of content – cohesion, uniformity etc.) (2)		

4. Plan for Presentation to Public Audience

Describe to whom you will present and why, where, when, what, and how.

Examples of public presentations include but are not limited to:

- submitting a proposal to present at a conference
- writing an article of an agency newsletter
- providing an in-service training for an agency
- Lehman College campus event
- writing letters to political leaders
- submitting letters to newspapers
- lobbying efforts
- developing a website or substantially contributing to an existing website
- creating a YouTube video

This piece can be done as an outline or in paragraph/blurbs and will be graded as detailed below. Please hand in the detailed plan for presentation by _____. so that your group can receive any necessary feedback re: adjustments, etc. ***This is worth a total of 10 points.***

Evidence that the presentation was completed will be included as part of the final Portfolio.

Presentation to Public Audience Grading:

content	points	comments
Plan for presentation (i.e., realistic, feasible, well developed) (5)		
Materials used in presentation (i.e., handouts, powerpoint, activities) (3)		
Documentation of actual presentation (2)		

5. Presentation to Class

Each group will present their project to the entire class. In the presentation, each group will explain what the social issue is, who is affected, its history, and your plan for change. In addition, address:

- What barriers would have to be overcome in order for your plan to come to fruition?
- How would you gain support for your proposed changes?
- What resources would you need in order to implement the changes?

- How does this project address the 10 competencies?
- How is your plan consistent with social work values and ethics?
- How is your plan for change sensitive to the social worker-client relationship?

- How would elements of this plan be incorporated into all levels of *practice* by advanced generalist social workers in urban areas?

- Reflect on this project in terms of the *administration* of social services agencies.

- How would you conduct and use *research* to evaluate the effectiveness of these changes if they were to happen? How will you know that the change is more effective, socially just, efficient, etc.? Base your evaluation on the realistic objectives you seek to accomplish. ***This is worth a total of 10 points.***

Presentation to Class Grading: This assignment will be based on the rubric below.

content	points	comments
explanation of social issue & plan for change (2)		
barriers, gaining support, resources (2)		
competencies and values and ethics (1)		
Practice (1)		
Administration (1)		

Research (1)		
clarity & presentation (Were you easy to understand? Did you speak in the right tone, volume, pace, etc.? Did you control any nervousness? Did you maintain good eye contact? Were you appropriately formal and professional?) (1)		
preparation & timeliness (Were you adequately prepared? Did you maintain the time limit?) (1)		
Total		

6. Portfolio

Each group will submit to the instructor a portfolio of their accumulated work. The portfolio will include documentation of their presentation to a public audience. ***This is worth 5 points.***

Portfolio Grading: This assignment will be based on the rubric below.

content	points	comments
Inclusion of Materials from each capstone Part (1)		
Completed APA reference List (1)		
Inclusion of public audience presentation documentation (1)		
Evidence of a cohesive and organized package of materials (2)		
Total		

7. Peer Evaluation Form

Since the project is done in a group format, it is important to understand the contributions of the various group members. To this end, each student will complete a peer evaluation form (in separate document) about the members of her/his group. Only the instructor will see this form.

Figure 4.13
Rubric for Measure 8
SWK 747

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 4 – Engage in practice-informed research and research-informed practice	11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.14
Measure 8

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 747

Fall 2017

Social Work Research II

**Written Assignment 3 (Step III of Research Proposal)
Project Description and Final Research Proposal**

Task: Describe a detailed research design that is acceptable for a final research proposal.

Purpose: The purpose of this assignment is to (1) learn how the parts of a proposal fit together and (2) explain your proposed research study in detail.

Format: Your assignment should be written with the following headings: Introduction, Literature Review, Project Description, Sampling Strategy, Method of Data Collection, Conclusion, and Appendix.

Requirements: In this assignment, your writing should be formal, as if your audience consists of reviewers who would be evaluating your proposal for IRB approval or funding. Limit use of the first person and proofread for writing and punctuation errors. Written mechanics will be 2 points of the grade. Strong peer-reviewed articles that you have read for the literature review can be models for acceptable professional writing about research. A reference page must be included using APA style. You can repeat sentences, as needed, that you have written for Parts I and II when you choose to include information from those parts of the proposal assignment. This is especially relevant to item II described below. The assignment should be 7-8 double-spaced pages plus cover sheet, reference page, and Appendix with either your questionnaire for a quantitative study or interview/focus group protocol for a qualitative study. The final version of this assignment is worth 30% of your course grade.

The following outline provides a guide for writing this assignment. All of the following should be included in your final proposal.

I. Introduction (3 points) (BEHAVIOR 11)

This section includes a statement of your research problem and informs your reader that this is indeed a problem worthy of social work research. A good problem statement concisely makes the reader aware of the scope of the problem so that he/she will understand why this problem is worthy of research. Using facts and statistics or concrete examples taken from previous case studies (cited appropriately from articles found in your literature review) is an extremely effective way to grab your reader's attention and help him/her to quickly understand why this is a problem worthy of research.

Write a concise problem statement including all of the following in an order that works for you:

- Why is this problem relevant to social work?
- What is the scope of the problem? For example, how many people and what proportion of the general population does it affect? How much does it cost to address? What systems, institutions, and policies are affected by this problem?
- Why is research about this topic necessary? For example, how does it affect a marginalized or under-served population? Is it a newly emerging topic? Does this problem affect a lot of people? Is there a social justice or ethical element related to research about this topic? Has prior research not provided an adequate explanation or understanding of the problem or an effective solution?
- What remains unknown about this problem?

II. Discussion of Literature Review (3 points) (BEHAVIORS 12, 29)

- Write 2-3 paragraphs about past and current research about your topic.

- Discuss how your proposed research fits into this.
- Discuss how your study will advance knowledge about your topic.

III. Project Description (How would you carry out the study that you are proposing?) (total of 10 points, as indicated) **(BEHAVIORS 13, 28)**

- What is the purpose of your study: exploratory, descriptive, etc.? (1 point)
- In very specific terms, what is your research question? (1 point)
- Will your study be quantitative or qualitative? What is your rationale for the chosen method? If it is quantitative, state the null and alternative hypotheses. Identify the independent variable and the dependent variable. How will your variables be defined operationally? (translation of variables into operational terms). If it is qualitative, what concepts need to be defined for the reader? (4 points)
- Sampling strategy
How will you recruit your sample?
What are the strengths and limitations of your sampling strategy? (4 points)

IV. Method of data collection (total of 5 points) **(BEHAVIORS 28, 30)**

- How will you collect the data? (questionnaire, focus groups, interviews?) (1 point)
- What are the strengths and limitations of this method? (1 point)
- Include (in an Appendix) a sample questionnaire including 15-20 questions if your proposal is for a quantitative study or an interview or focus group protocol for a qualitative study) (3 points)

V. Conclusion (total of 2 points) **(BEHAVIORS 30, 31)**

- What practical or ethical considerations must be addressed if this study is to be conducted? (1 point)
- If your study is carried out, how can the results be applied to evidence-based practice with individuals, groups, and communities; administration; and/or policy? (1 point)

References page: A references page must be included in APA style.

Paper length: 7-8 pages (excluding reference page, cover sheet, and appendices), double-spaced, 12-point font with 1" margins

Due Date: Paper due in class week 13 and is worth 30% of your course grade.

Grading: The paper will be graded according to the following rubric.

Content Area	Points	Comments
Introduction	3	
Discussion of literature review	3	
Purpose of the study	2	
Research question	2	
Method If quantitative: hypotheses, variables, operational definition of variables, <i>OR</i> If qualitative: sensitizing concepts (conceptual definitions)	4	
Sampling strategy	4	
Method of data collection	2	
Strengths and limitations of data collection method	2	
Sample questionnaire or interview or focus group protocol	3	
Practical or ethical issues if study is conducted	1	
Potential application of results to evidence-based practice	2	
Effective written communication: logic, grammar, impact, organization and clarity of paper; correct use of APA style	2	
Total	30	

Figure 4.15
Rubric for Measure 9
SWK 729

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
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2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 11 – Demonstrate the ability to provide agency based supervision and assume the role of an agency administrator in diverse urban settings.	39. Demonstrate the ability to choose and implement strategies to promote effective administration policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	40. Model ethical decision-making for agency administration based on social work values and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.16
Measure 9

Lehman College/CUNY
Graduate Social Work Program

SWK 729

Administration In Urban Agencies
Mid-Term Assignment
Organizational Life-Cycle and Capacity Profile

Spring 2018

The organizational life cycle stage and capacity of a non-profit social service agency significantly impacts how it delivers services to its clients. As such, advanced generalist practitioners must be able to identify, as well as analyze, the organizational life cycle stage and capacity of any given non-profit social service agency. This assignment requires you to develop an organizational life cycle stage and capacity profile of your fieldwork placement agency. In identifying the life cycle stage, please use any one of the life cycle stage models that were presented in the class readings. In analyzing your agency's capacity, please use the (1) McKinsey model available at https://www.mindtools.com/pages/article/newSTR_91.htm or the (2) Simon model available in the following required text: Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst Wilder Foundation.

This assignment provides opportunities to apply knowledge about the McKinsey and Simon theoretical approaches so that you will be able to learn how to perform an organizational life cycle and capacity profile. Your work will be expected to reflect your ability to model administrative decision-making that is based on social work values and ethics.

This profile, which will be a minimum of five pages excluding cover and reference page, should provide the following information in narrative form:

1. A description of the agency that includes a brief history, mission statement, clients served, funding sources and organizational chart (If you can obtain a copy of your agency's organizational chart, please attach it to your paper). **BEHAVIOR 39**
2. A description of the organization's current life cycle stage (please include examples to support your choice). **BEHAVIOR 39**
3. A description of your agency's effectiveness/ ineffectiveness across the seven areas of capacity (aspirations, strategy, organizational skills, human resources, systems and infrastructure, organizational structure, culture) presented in the McKinsey model, or the areas noted in the Simon model to develop the assessment grid. **BEHAVIOR 39**
4. A description of what you learned about your agency's life cycle stage and capacity that can help you with development of your administrative practice and will be consistent with social work ethics. **BEHAVIOR 40**

Your paper should be double-spaced, in 12-point type, with one-inch margins on each side. Use APA format for citations, which will be placed on a separate references cited page at the end of your paper. **Grading** will include my assessment of how well you have addressed the directives of the assignment, and the clarity of your writing, which includes adherence to APA 6th edition guidelines for in-text and reference page citations. This assignment is worth 30% of your grade.

Assignment submitted by Prof. B. Warde and Prof. B. Williams-Gray, modified by Prof. P. Kolb 2/20/19

Figure 4.17
Diversity Survey

Lehman College Department of Social Work
Graduating Students' Diversity Survey

Below is a questionnaire in which you are given the opportunity to provide feedback regarding how inclusive and respectful Lehman College's Department of Social Work is in regard to different aspects of diversity. Your completion of this survey is appreciated, and your responses will be taken very seriously by the department faculty.

This is a questionnaire regarding your experiences in **ALL** of your classes and field placements in the Department of Social Work of Lehman College. Please answer the following questions **for all of your classes and field placements in the social work program**, not only for the class in which you are completing this survey. **Do not include classes at Lehman College outside of the Department of Social Work.**

Please place a check mark next to the one response that best represents your opinion regarding each question.

But first, please check off the correct answer to the following question:

- I am a BA Social Work Student at Lehman College.
 I am an MSW Social Work Student at Lehman College.

Topic 1: Race and ethnicity

1. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from the instructor.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

3. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

4. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

5. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' race and ethnicity.

1. Strongly agree

- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 2: Gender-related issues

6. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

7. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

8. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

9. I feel that the students respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

10. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 3: Religion and spirituality

11. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

12. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

13. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

14. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

15. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 4: Sexual orientation

16. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

17. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

18. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

19. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

20. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 5: Immigration and language issues

21. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

22. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

23. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

24. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

25. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 6: Political Issues

26. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

28. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 7: Disability and Health Issues

31. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards students' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

32. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards their peers' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

33. I feel that the administrative staff and advisors in the social work department affirm a supportive environment towards students' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

34. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' disability and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

**Topic 8: Respect for Diversity in the Lehman College Department of Social Work
Classrooms and Field Settings**

Outside of

35. I feel that there is an inclusive and supportive environment in regard to issues of diversity (*race/ethnicity, gender, religion/spirituality, sexual orientation, immigration/language, political views*) in the Lehman College Department of Social Work outside of the classroom and field settings in regard to advisement, department activities, orientations, and interactions with administrative staff, office staff, and advisors.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

THE LEHMAN COLLEGE DEPARTMENT OF SOCIAL WORK THANKS YOU FOR COMPLETING THIS SURVEY. YOUR FEEDBACK IS APPRECIATED.

Figure 4.18
Diversity Survey Results

Lehman College Department of Social Work
Graduating Students' Diversity Survey
MSW Program Results

For each of the following 35 items, students could respond with:

- (1) Strongly Agree; (2) Agree; (3) Neither Agree Nor Disagree; (4) Somewhat Disagree; or
 (5) Strongly Disagree.

The **Benchmark** for each of the 35 items is that **90%** of students will respond with either
 (1) Strongly Agree; or (2): Somewhat Agree.

The percentage of students answering either (1) Strongly Agree: or (2) Somewhat Agree
 is noted after each item below. An asterisk after the percentage indicates that the benchmark was **NOT** attained.

Topic 1: Race and ethnicity

1. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from the instructor. **92.6%**
2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students. **87.7%***
3. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **97.5%**
4. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **91.4%**
5. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' race and ethnicity. **92.6%**

Topic 2: Gender-related issues

6. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from the instructor. **93.8%**
7. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from other students. **90.1%**
8. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **98.8%**
9. I feel that the students respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **97.5%**
10. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' gender-related issues. **93.8%**

Topic 3: Religion and spirituality

11. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from the instructor. **96.3%**
12. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from other students. **91.4%**
13. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **95.1%**
14. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **93.8%**
15. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' religion and spirituality. **92.6%**

Topic 4: Sexual orientation

16. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from the instructor. **95.1%**

17. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from other students. **95.1%**
18. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **96.3%**
19. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **95.1%**
20. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' sexual orientation. **92.6%**

Topic 5: Immigration and language issues

21. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the instructor. **96.3%**
22. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the other students. **91.4%**
23. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **96.3%**
24. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **95.1%**
25. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' immigration and language issues. **93.8%**

Topic 6: Political Issues

26. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the instructor. **90.1%**
27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students. **88.9%***
28. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **92.6%**
29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **88.9%***
30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views. **82.7%***

Topic 7: Disability and Health Issues

31. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards students' disabilities and health issues. **93.8%**
32. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards their peers' disabilities and health issues. **93.8%**
33. I feel that the administrative staff and advisors in the social work department affirm a supportive environment towards students' disabilities and health issues. **95.1%**
34. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' disability and health issues. **91.4%**

**Topic 8: Respect for Diversity in the Lehman College Department of Social Work
Outside of Classrooms and Field Settings**

35. I feel that there is an inclusive and supportive environment in regard to issues of diversity (*race/ethnicity, gender, religion/spirituality, sexual orientation, immigration/language, political views*) in

the Lehman College Department of Social Work outside of the classroom and field settings in regard to advisement, department activities, orientations, and interactions with administrative staff, office staff, and advisors. **93.8%**

SUMMARY OF RESULTS:

In the classroom in the Social Work Department at Lehman College, the following three items pertaining to students' classmates fell slightly short of the Benchmark:

2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students.

27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students.

29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

In field placements, the following item fell short of the Benchmark:

30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views.

It should therefore be noted that three out of the four items that fell short of the Benchmark pertained to the expression of political views, with one related to race/ethnicity.

It is noteworthy that all of the items pertaining to the faculty attained the Benchmark.

UPDATED 2018-2019 ASSESSMENTS

TABLE 4.2: PRELIMINARY ASSESSMENT RESULTS FOR GENERALIST YEAR

LEHMAN COLLEGE MSW PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

ACADEMIC YEAR: 2018-2019

1=Insufficient Progress; 2=Emerging Competence; 3=Approaching Competence; 4=Competent

COMPETENCY	CLASSROOM ASSESSMENT ASSIGNMENTS	FIELD INSTRUCTORS' EVALUATIONS
	% ≥ Approaching Competence (3)	% ≥ Approaching Competence (3)
1. Demonstrate ethical and professional behavior	92.0%	100.0%
2. Engage diversity and difference in practice.	94.0%	100.0%
3. Advance human rights and social, economic, and environmental justice	100.0%	91.5%
4. Engage in practice-informed research and research-informed practice	80.0%	75.6%
5. Engage in policy practice	96.0%	84.1%
6. Engage with individuals, families, groups, organizations, and communities	92.0%	96.0%
7. Assess individuals, families, groups, organizations, and communities	92.0%	92.2%
8. Intervene with individuals, families, groups, organizations, and communities	92.0%	93.9%
9. Evaluate practice with individuals, families, groups, organizations, and communities	82.9%	85.1%

TABLE 4.3: PRELIMINARY ASSESSMENT RESULTS FOR ADVANCED GENERALIST YEAR**LEHMAN COLLEGE MSW PROGRAM****ASSESSMENT OF STUDENT LEARNING OUTCOMES****ACADEMIC YEAR: 2018-2019**

1=Insufficient Progress; 2=Emerging Competence; 3=Approaching Competence; 4=Competent

COMPETENCY	CLASSROOM ASSESSMENT ASSIGNMENTS	FIELD INSTRUCTORS' EVALUATIONS
	% ≥ Approaching Competence (3)	% ≥ Approaching Competence (3)
1. Demonstrate ethical and professional behavior	93.3%	95.3%
2. Engage diversity and difference in practice.	89.9%	95.5%
3. Advance human rights and social, economic, and environmental justice	97.8%	95.1%
4. Engage in practice-informed research and research-informed practice	85.9%	86.4%
5. Engage in policy practice	97.8%	95.1%
6. Engage with individuals, families, groups, organizations, and communities	85.4%	97.7%
7. Assess individuals, families, groups, organizations, and communities	85.4%	95.2%
8. Intervene with individuals, families, groups, organizations, and communities	76.1%	96.5%
9. Evaluate practice with individuals, families, groups, organizations, and communities	82.4%	95.1%
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments	85.9%	96.3%
11. Demonstrate the ability to provide agency based supervision and assume the role of an agency administrator in diverse urban settings	100.0%	80.6%
12. Assume leadership roles as an advanced generalist social work practitioner within the context of diverse urban environments	96.6%	90.0%

TABLE 4.4: FINAL ASSESSMENT RESULTS
LEHMAN COLLEGE MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
ACADEMIC YEAR: 2018-2019

Students are rated on attainment of knowledge, values, skills and cognitive-affective processes according to what is expected of them for their academic level (Foundation Year vs. Advanced Year).
The following scores are utilized for this: 1=Insufficient Progress; 2=Emerging Competence; 3=Approaching Competence; 4=Competent.
THE "BENCHMARK" IS 80% OF STUDENTS ATTAINING 3: APPROACHING COMPETENCE
NOTE: ** INDICATES VALUES BELOW THE BENCHMARK

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST AND ADVANCED GENERALIST)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK OF APPROACHING COMPETENCE (3)	
		Generalist Practice Combination of Classroom Assessment Assignments and Field Instructors' Evaluations	Advance Generalist Practice Combination of Classroom Assessment Assignments and Field Instructors' Evaluations
Competency 1: Demonstrate Ethical and Professional Behavior	80%% of students attaining <i>Approaching Competence (3)</i>	96.0%	94.3%
Competency 2: Engage Diversity and Difference in Practice	80%% of students attaining <i>Approaching Competence (3)</i>	97.0%	92.7%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%% of students attaining <i>Approaching Competence (3)</i>	95.8%	96.5%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%% of students attaining <i>Approaching Competence (3)</i>	77.8%**	86.2%
Competency 5: Engage in Policy Practice	80%% of students attaining <i>Approaching Competence (3)</i>	90.1%	96.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%% of students attaining <i>Approaching Competence (3)</i>	94.0%	91.6%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%% of students attaining <i>Approaching Competence (3)</i>	92.1%	90.3%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%% of students attaining <i>Approaching Competence (3)</i>	93.0%	86.3%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%% of students attaining <i>Approaching Competence (3)</i>	84.0%	88.8 %
Competency 10: Demonstrate the Ability to Provide Direct Services to Diverse Client Systems within Complex Urban Environments	80%% of students attaining <i>Approaching Competence (3)</i>		91.1%
Competency 11: Demonstrate the Ability to Provide Agency Based Supervision and Assume the Role of An Agency Administrator in Diverse Urban Settings	80%% of students attaining <i>Approaching Competence (3)</i>		90.3%
Competency 12: Assume Leadership Roles as an Advanced Generalist Social Work Practitioner within the Context of Complex Urban Environments	80%% of students attaining <i>Approaching Competence (3)</i>		93.3%

UPDATED ADVANCED YEAR (700 Level) SYLLABI

The following syllabi for the courses in the Advanced Year (700 level) include the revised behaviors to reflect how the advanced year extends and enhances competencies 1-9 for the Specialization curriculum.

FIGURE 5.0: SWK 707: UNDERSTANDING CLINICAL ASSESSMENT AND DIAGNOSIS

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 707

Fall 2019

UNDERSTANDING CLINICAL ASSESSMENT AND DIAGNOSIS

PREREQUISITES:

**SWK 606 (Human Diversity and the Social Environment), or
Admission to the Advanced Standing Program**

COURSE DESCRIPTION

The third course in the Human Behavior sequence, Understanding Clinical Assessment and Diagnosis, builds on the understanding of human development and diversity developed in the first two courses and focuses on an understanding of mental health. The goal in this course is to further elaborate on and apply theoretical frameworks supported by empirical evidence to compare and synthesize multiple sources of knowledge in a mental health context; and to foster integration of social work knowledge, skills, and cognitive and affective processes.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. **The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:**

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p>

	36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency (clarity, grammar, punctuation, spelling, and use of references and citations in *APA* (6th ed., 2nd printing) style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

5. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
6. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761,
7. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
8. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Asynchronous course work	15%
Paper	20%
Midterm examination	20%
Final examination	25%

REQUIRED TEXTS

American Psychiatric Association (APA). (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: Author.

Corcoran, J., & Walsh, J. (2015). *Mental health in social work: A casebook in diagnosis and strength based assessment* (2nd ed.). Boston, MA: Pearson.

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

National Association of Social Workers (NASW). (2015). *NASW standards for cultural competence in social work practice*. www.naswdc.org/practice/standards/NASWculturalstandards.pdf

SUPPLEMENTARY TEXTS

Bentley, K. J., & Walsh, J. (2014). *The social worker and psychotropic medication* (4th ed.). Belmont CA: Brooks/Cole-CENGAGE

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Stamford, CT: Cengage Learning.

Miller, R., & Mason, S. E. (2002) *Diagnosis schizophrenia: A comprehensive resource*. New York, NY: Columbia University Press.

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press.

Straussner, S. L. A., & Phillips, N. K. (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Pearson.

Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.

Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults: Fundamentals of assessment and treatment* (2nd ed). New York, NY: Guilford Press.

COURSE OUTLINE

UNIT I: INTRODUCTION TO ASSESSMENT AND DIAGNOSIS

- Introduction to course and overview of syllabus
- Overview of the DSM-V
- Cultural values and practitioner bias
- Developing practitioner empathy and reflection on the impact of mental health disorders on diverse clients and communities
- Application of multi-disciplinary theoretical frameworks in the evaluation of outcomes
- Overview of the Mental Health Recovery Movement & the strengths perspective in treating mental illness and on social welfare policy
- Overview of important social welfare policies connected to mental health
- Implications of the Mental Health Recovery Movement on social welfare policy
- The Use of the Cultural Formulation Outline in the DSM-5

Required Readings:

Corcoran & Walsh, Chapter 1, Diagnosis and the Social Work Profession.

DSM-5: Introduction, 5-25.

DSM-5's Cultural Formulation Outline: http://www.multiculturalmentalhealth.ca/wp-content/uploads/2013/10/2013_DSM5_CFI.pdf

Deegan, P. (1996) Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal*, 19, 91–97.

Ware, N. C., Tugenberg, T., & Dickey, B. (2004). Practitioner relationships and quality of care for low-income persons with serious mental illness. *Psychiatric Services*, 55(5), 555-559.

Suggested Readings:

Proust, B. (2012). Diagnosing, diagnoses and the DSM. *Families in Society: The Journal of Contemporary Social Services*, 93(4), 255-264.

Mezzich, J. E., Kleinman, A., Fagrega, H., & Parron, D. (1996). *Culture and psychiatric diagnosis: A DSM-IV perspective*. Washington, DC: American Psychiatric Association Press. Chapter 2, How is culture important for DSM-IV.

National Association of Social Workers (NASW) (2008). "Code of Ethics of the National Association of Social Workers" and "Ethics in Social Work, Statement of Principles" of the International Federation of Social Workers/International Association of Schools of Social Work" (IFSW/IASSW). In *M.S.W. student handbook & field education manual*.

_____. (2015). *NASW standards and indicators for cultural competence in social work practice*.
www.socialworkers.org/practice/standards/NASWculturalstandards.pdf

Regier, D. A., Narrow, W. E., Kuhl, E. A., & Kupfer, D. J. (2009). The conceptual development of DSM-V. *The American Journal of Psychiatry*, 166(6), 645-650.

Suggested Videos:

Carey, B. (2011). Lives restored. The New York Times. Retrieved from:

<http://www.nytimes.com/interactive/science/lives-restored-series.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry662%23%2Fvideos%2Bof%2Bmental%2Billness%2F>

Deegan, P. (2013). Recovery from mental disorders, a lecture by Pat Deegan. Retrieved from:

<http://www.youtube.com/watch?v=jhK-7DkWaKE>

UNIT II: UNDERSTANDING ASSESSMENT AND DIAGNOSIS

- Strengths perspective and diagnostics
- Ethical dilemmas and cultural issues in diagnosing clients
- Terminology
- Mental status examinations
- Interpersonal skills to effectively engage clients in the assessment process
- Application of multi-disciplinary theoretical frameworks in the evaluation of outcomes
- Understanding co-occurring psychiatric disorders, particularly related to substance use disorders, and making appropriate referrals to treatment
- Paying careful attention to risk factors relating to suicide, homicide, family violence, and self-injury, and other harmful behaviors; assessing risk potential and responding appropriately
- Screening for specific issues outside of mental health and substance misuse issues, such as medical issues, and making appropriate referrals

Required Readings:

Corcoran, & Walsh, Chapter 2, Biopsychosocial Risk and Resilience and Strengths Assessment, 8-22.

Corrigan, P. W. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52(1), 31-39.

Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5.

Suggested Readings:

- Andreasen, N., & Black, D. (2001). *Introductory textbook of psychiatry*. Washington, DC: American Psychiatric Association. Chapter 2, Diagnosis and Classification; Chapter 3, Interviewing and Assessment.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press. Introduction, 1-16.

Suggested Video:

TED Talks (2004). Martin Seligman: The new era of positive psychology. Retrieved from: http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology.html

UNIT III: DISORDERS IN CHILDREN AND ADOLESCENTS

- Interviewing and assessment strategies with children and adolescents
- Childhood disorders and the life course: onset, epidemiology and prognosis
- Attention deficit disorder/Attention deficit hyperactivity disorder
- Conduct disorders
- Separation anxiety disorder
- Autism spectrum disorders
- Ethical considerations in diagnosing children
- Approaches to treatment with children and adolescents

Required Readings:

Corcoran & Walsh, Chapter 3, Autistic Spectrum Disorder, 23-38; Chapter 4, Neurodevelopmental Disorders Attention-Deficit Hyperactivity Disorder, 39-51; Chapter 10, Oppositional Defiant Disorder and Conduct Disorder, 130-141.

DSM-5: Neurodevelopmental Disorders, 31- 86; Disruptive, Impulse-Control, and Conduct Disorders, 461-480.

Suggested Readings:

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Neurodevelopmental Disorders, 17-54; Disruptive, Impulse Control and Conduct Disorders, 378-392.

Suggested Videos:

Dendy, C. (2013). Real life ADHD: A survival guide for children and teens. Retrieved from: <https://www.youtube.com/watch?v=FdfJVI7WsEg>

Interview with an autistic child (2009). Retrieved from: http://www.youtube.com/watch?v=z8_Oi9UsgOI

TED Talks (2010). Temple Grandin: The world needs all kinds of minds. Retrieved from: http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html

ABA Autism Training- Chapter 1- The Discrete Trial (2012). Retrieved from: <http://www.youtube.com/watch?v=7pN6ydLE4EQ&feature=related>

Living with ADHD, A BBC Documentary (2013). Retrieved from: <https://www.youtube.com/watch?v=5lrcxmOolB8>

UNIT IV: SCHIZOPHRENIA & PSYCHOTIC DISORDERS

- Risks, causes and recovery
- Defining psychosis
- Schizophrenia across the life course
- Schizoaffective disorder
- The appearance of psychosis in other mental health conditions
- Terminology
- Behavioral manifestations
- Psychosocial disability

-Approaches to treatment

Required Readings:

- Davidson, L., Stayner, D. A., Nickou, C., Styron, T. H., Rowe, M., & Chinman, M. L. (2001). "Simply to be let in": Inclusion as a basis for recovery. *Psychiatric Rehabilitation Journal*, 24(4), 375-388.
- DSM-5: Schizophrenia Spectrum and Other Psychotic Disorders, 87-122.
- Corcoran & Walsh, Chapter 5, Schizophrenia, 52-67.
- Pratt, S. I., Van Citters, A. D., Mueser, K. T., & Bartels, S. J. (2008). Psychosocial rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches. *American Journal of Psychiatric Rehabilitation*, 11(1), 7-40.
- Sells, D. J., Stayner, D. A., & Davidson, L. (2004). Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies. *Psychiatric Quarterly*, 75(1), 87-97.

Suggested Readings:

- Davidson, L., Shahar, G., Stayner, D. A., Chinman, M. J., Rakfeldt, J., & Tebes, J. K. (2004). Supported socialization for people with psychiatric disabilities: Lessons from a randomized controlled trial. *Journal of Community Psychology*, 32(4), 453-477.
- McFarlane, W. R., Dixon, L., Lukens, E., & Lucksted, A. (2003). Family psychoeducation and schizophrenia: A review of the literature. *Journal of Marital Family Therapy*, 29(2), 223-245.
- Morrison, J. (2014). *DSM-5@ made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Schizophrenia Spectrum and Psychotic Disorders, 55-107.
- Ogden, L. P. (2014). "Waiting to go home": Narratives of homelessness, housing and home among older adults with schizophrenia. *Journal of Aging Studies*, 29, 53-65.
- Padgett, D. K., Henwood, B., Abrams, C., & Drake, R. E. (2008). Social relationships among persons who have experienced serious mental illness, substance abuse, and homelessness: Implications for recovery. *American Journal of Orthopsychiatry*, 78(3), 333-339.
- Roe, D., & Davidson, L. (2005). Self and narrative in schizophrenia: Time to author a new story. *Medical Humanities*, 31(2), 89-94.

UNIT V: MOOD DISORDERS

- Risks, causes & recovery
- Depressive Disorders
- Bipolar Disorders
- Depression across the life course: Child and adolescent depression; depression in adulthood; and geriatric depression
- Assessing and intervening with suicide
- Approaches to treatment

Required Readings:

- DSM-5: Depressive Disorders, 155-188; Bipolar and Related Disorders, 123-154.
- Corcoran & Walsh, Chapter 9, Depressive Disorders, 126-141; Chapter 10, Bipolar Disorder, 142-159.
- Zayas, L., Kaplan C., Turner, S., Romano, K., & Gonzalez-Ramos, G. (2000). Understanding suicide attempts by Hispanic adolescent females. *Social Work*, 45(1), 53-63.

Suggested readings:

- Morrison, J. (2014). *DSM-5@ made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Mood Disorders, 108-170.

UNIT VI: ANXIETY DISORDERS, OBSESSIVE-COMPULSIVE DISORDER, HOARDING & EATING DISORDERS

- Risks, causes & recovery
- Anxiety, OCD and Hoarding across the life course
- Generalized anxiety disorder

- Panic Disorder
- Phobias
- Obsessive Compulsive Disorder
- Hoarding Disorder
- Anxiety, stress & the urban environment
- Eating disorders across the life course
- Anorexia Nervosa
- Bulimia Nervosa
- Approaches to treatment

Required Readings:

DSM-5: Anxiety Disorders, 189-234; Obsessive-Compulsive and Related Disorders, 235-264; Feeding and Eating Disorders, 329-354.
 Corcoran & Walsh, Chapter 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders, 100-113; Chapter 9, Eating Disorders, 114-129.

Suggested Readings:

Bögels, S. M., Wjits, P., Oort, F. J., & Sallaerts, S. J. (2014). Psychodynamic psychotherapy versus cognitive behavior therapy for social anxiety disorder: An efficacy and partial effectiveness trial. *Depression and Anxiety, 31*(5), 363-373.
 Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Anxiety Disorders, 171-198; Obsessive Compulsive and Related Disorders, 199-216; Feeding and Eating Disorders, 276-292.
 Nathanson, J. N. (2009). Animal hoarding: Slipping into the darkness of comorbid animal and self-neglect. *Journal of Elder Abuse & Neglect, 21*(4), 307-324.

UNIT VII: TRAUMA & STRESS RELATED DISORDERS

- Risks, causes & recovery
- Trauma and stress across the life course
- Post Traumatic Stress Disorder
- Impact of child abuse and domestic violence
- Mass violence: school and community
- Natural disasters
- Approaches to treatment

Required Readings:

DSM-5: Trauma and Stressor-Related Disorders, 265-290.
 Straussner & Phillips (Eds.) Chapter 1. Social Work Interventions in the Context of Mass Violence.
 Corcoran & Walsh, Chapter 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders, 100-113; Chapter 9, Eating Disorders, 114-129.

Suggested Readings:

Kamphuis, J. H. (2005). Twenty years of research into violence and trauma: Past and future developments. *Journal of Interpersonal Violence, 20*(2), 167-174.
 Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Trauma- and Stressor-Related Disorders, 217-234.
 Osuch, E. (2004). Brain environment interaction: Stress, Post Traumatic Stress Disorder, and the need for a postmortem brain collection. *Psychiatry, 67*(4), 353-383.

UNIT VIII: SUBSTANCE USE DISORDERS

- Risks, causes and recovery
- Substance use disorders across the life course

- The meaning of “intoxication.”
- Categories of substances and related risks: alcohol use disorder; cannabis use disorder; opioid use disorders, hallucinogen use disorders, sedative/hypnotic/anxiolytic use disorder, stimulant use disorder, tobacco use disorder
- The criteria of substance use disorder diagnoses (e.g. tolerance, withdrawal)
- Frequent co-existing disorders
- Diagnosing multiple substance use disorders simultaneously
- Making appropriate referrals for clients with substance misuse disorders and co-occurring other psychiatric disorders

- Approaches to substance abuse treatment based on substance use disorder criteria
- Instruments and diagnostic tools to assess for substance misuse disorders
- Basic concepts of toxicology screening options
- Use of Screening, Brief Intervention, and Referral to Treatment (SBIRT) and other methods (CAGE, CRAFFT) to evaluate assessment outcomes
- Different types of treatment modalities including 12-step programs for clients with substance misuse disorders
- Knowledge of the cooperative process by which the social worker and client devise a substance use disorder treatment plan that utilizes best practices: a collaborative process that reflects a verbal agreement between a social worker and client

- Responding to emergency situations associated with overdoses and acute withdrawal symptoms
- Types of Medication Assisted Treatment such as methadone, buprenorphine, etc.)
- Relapse prevention strategies

Required Readings:

DSM-5: Substance Related and Addictive Disorders, 481-589
 Corcoran, & Walsh, Chapter 11, Substance-Related and Addictive Disorders 142-158.

Suggested Readings:

- Dennis, M. L., Scott, C. K., & Laudet, A. (2014). Beyond bricks and mortar: Recent research on substance use disorder recovery management. *Current Psychiatry Reports*, 16(4), 1-7.
- Hepworth, Rooney, Rooney, & Strom-Gottfried, Chapter 8, Assessing Use and Abuse of Medication, Alcohol, and Drugs, 218-222.
- Morrison, J. (2014). *DSM-5@ made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Substance-Related and Addictive Disorders, 393-473.
- Stevens, S. J., Murphy, B. S., & McKnight, K. (2003). Traumatic stress and gender differences in relationship to substance abuse, mental health, physical health, and HIV risk behavior in a sample of adolescents enrolled in drug treatment. *Child Maltreatment*, 8(1), 46-57.
- Peirce, J. M., Brooner, R. K., King, V. L., Kidorf, M. S. (2016). Effect of traumatic event re- exposure and PTSD on substance use disorder treatment response. *Drug and Alcohol Dependence*, 158 (January 2016), 121-131.

UNIT IX: PERSONALITY DISORDERS

- Risks, causes and recovery
- Personality disorders across the life course
- Critique of the diagnostic classification of personality disorders
- Borderline personality disorder
- Narcissistic personality disorder
- Antisocial personality disorder
- Approaches to treatment

Required Readings:

DSM-5: Personality Disorders, 645-684.

Corcoran, & Walsh, Chapter 13, Borderline Personality Disorders, 174-190.

Suggested Videos:

Carey, B. (2011). Lives restored. The New York Times. Retrieved from:
<http://www.nytimes.com/interactive/science/lives-restored-series.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry662%23%2Fvideos%2Bof%2Bmental%2Billness%2F>

Suggested Readings:

- Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry*, 63(7), 757-766.
- Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62(4), 459-480.
- Morrison, J. (2014). *DSM-5@ made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Personality Disorders, 528-563.
- Waxman, R., Fenton, M. C., Skodol, A. E., Grant, B. F., & Hasin, D. (2014). Childhood maltreatment and personality disorders in the USA: Specificity of effects and the impact of gender. *Personality and Mental Health*, 8(1), 30-41.

UNIT X: DEMENTIA

- Risks, causes and consequences
- Dementia across the life course
- Types of dementia: vascular, Alzheimer's, head injury, dementia from chemotherapy, dementia caused by other illnesses

Required Readings:

DSM 5: Neurocognitive Disorders, 591-643.
 Corcoran & Walsh, Chapter 12, Neurocognitive Disorders Alzheimer's Disease, 159-173.

Suggested Readings:

- Morrison, J. (2014). *DSM-5@ made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Cognitive Disorders, 474-527.
- Smith, M., Gerdner, L. A., Hall, G. H., & Buckwalter, K. C. (2004). History, development, and future of the Progressively Lowered Stress Threshold: A conceptual model for dementia care. *Journal of the American Geriatrics Society*, 52(10), 1755-1760.
- Brodsky, H., Green, A., & Koschera, A. (2003). Meta-analysis of psychosocial interventions for caregivers of people with dementia. *Journal of the American Geriatrics Society*, 51(5), 657-664.
- Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults: Fundamentals of assessment and treatment (2nd Edition)* (pp. 40-77). New York: Guilford Press.
- Alzheimer's Association. (2013). Alzheimer's Disease Facts and Figures: 2013. Chicago, IL: Alzheimer's Association National Office. http://www.alz.org/downloads/facts_figures_2013.pdf

Suggested Videos:

- Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "The Memory Loss Tapes"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>
- Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Momentum in Science, Parts 1 & 2"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>

- Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Caregivers"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>
- Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Grandpa Do You Know Who I Am?"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>
- Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "The Supplementary Series"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>

BIBLIOGRAPHY

- Alzheimer's Association. (2013). *Alzheimer's Disease Facts and Figures: 2013*. Chicago, IL: Alzheimer's Association National Office. http://www.alz.org/downloads/facts_figures_2013.pdf
- American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: Author.
- Andreasen, N. and D. Black. (2001). *Introductory textbook of psychiatry*. Washington, DC: American Psychiatric Association.
- Bentley, K.J., & Walsh, J. (2014). *The social worker and psychotropic medication* (4th ed.). Belmont CA: Brooks/Cole-CENGAGE.
- Berzoff, J., Flanagan, L.M., & Hertz, P. (2011). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (3rd ed.). Lanham: Rowman & Little Publishers, Inc.
- Bögels, S. M., Wijts, P., Oort, F. J., & Sallaerts, S. J. (2014). Psychodynamic psychotherapy versus cognitive behavior therapy for social anxiety disorder: An efficacy and partial effectiveness trial. *Depression and Anxiety*, 31(5), 363-373.
- Brodaty, H., Green, A., & Koschera, A. (2003). Meta-analysis of psychosocial interventions for caregivers of people with dementia. *Journal of the American Geriatrics Society*, 51(5), 657-664.
- Brown, G. R., & Anderson, B. (1991). Psychiatric morbidity in adult inpatients with childhood histories of sexual and physical abuse. *American Journal of Psychiatry*, 148(1), 55-61.
- Corrigan, P.W. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52,1,31-39.
- Corcoran, J., & Walsh, J. (2015). *Mental health in social work: A casebook in diagnosis and strength based assessment* (2nd ed.). Boston, MA: Pearson.
- Costello, E. J. (2004). Distant trauma: A prospective study of the effects of September 11th on young adults in North Carolina. *Applied Developmental Science*, 8(4), 211-220.
- Davidson, L., Shahar, G., Stayner, D. A., Chinman, M. J., Rakfeldt, J., & Tebes, J. K. (2004). Supported socialization for people with psychiatric disabilities: Lessons from a randomized controlled trial. *Journal of Community Psychology*, 32(4), 453-477.
- De Bellis, M. D. (1999). Developmental traumatology. Part I: Biological stress systems. *Biological Psychiatry*, 45(10), 1259-1270.
- _____. (1999). Developmental traumatology. Part II: Brain development. *Biological Psychiatry*, 45(10), 1271-1284.
- Deegan, P. (1996) Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal*, 19, 91-97.
- Dennis, M. L., Scott, C. K., & Laudet, A. (2014). Beyond bricks and mortar: Recent research on Substance Use Disorder recovery management. *Current Psychiatry Reports*, 16(4), 1-7.
- Gitterman, A. (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). Columbia University Press, New York, NY.
- Heide, K. M., & Solomon, E. P. (2006). Biology, childhood trauma, and murder: Rethinking justice. *International Journal of Law and Psychiatry*, 29, 220-233.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K.. (2016). *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: Brooks/Cole-Cengage Learning.
- Hopper, E., Grossman, F., Spinazzola, J., & Zucker, M. (2017). Treating adult survivors of childhood emotional abuse and neglect: A new framework. *American Journal Orthopsychiatry*, 87(1), 86-93.
- Johnson, H.D. (2000). Borderline personality disorder, In FJ, Turner (Ed.). *Adult Psychopathology: A social work perspective*, (2 ed.). New York: Free Press.

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Figure 5.1: SWK 713: ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT I

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 713

FALL 2019

ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT I

PREREQUISITE:

SWK 612 (Generalist Social Work Practice II), or
Admission into the Advanced Standing Program
SWK 672 (Fieldwork and Seminar II) or
Admission into the Advanced Standing Program

CO-REQUISITE:

SWK 727 (Supervision in Agency-Based Practice)
SWK 773 (Fieldwork and Seminar III)

PRE- OR CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

COURSE DESCRIPTION

This is the first course in the two-semester advanced integrated practice sequence. These courses highlight an advanced generalist approach with individuals, families, and groups across practice settings, emphasizing the application of practice knowledge, values, skills, and cognitive and affective processes when working with client systems in urban environments. Student understanding of social work practice in agency-based practice settings, and of the larger community context, is strengthened. This course will emphasize a strengths-based approach, informed by evidence-based practice, in work with clients impacted by trauma.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. **The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:**

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p>

	<p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p>

	<p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Department of Social Work. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA 6th* ed. style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

9. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
10. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
11. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A.,
12. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Acceptable content and timely submission of 5 process recordings different from those submitted for SWK 773	20%
Written and oral assignments other than asynchronous course work	45%
Asynchronous assignments	15%

REQUIRED TEXTS

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International.
This book is available online
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
ISBN-13: 978-0-465-06171-6
- Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.
- Lehman College Department of Social Work (2017). *SBIRT and motivational interviewing manual*. Bronx, NY: Author.
- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.
- Turner, F. T. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial.
ISBN: 0-06-621440-8

SUPPLEMENTARY TEXTS

- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York, NY: Columbia University Press.
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4

REQUIRED VIDEO

ATTC eLearning 4 hour SBIRT training: Screening, brief intervention, & referral to treatment
http://psattcelearn.org/courses/4hr_sbirt/

REQUIRED ONLINE TRAINING COURSE BEFORE BEGINNING SWK-713

NOTE: Before beginning this course, SWK-713, all students must complete the 2-hour New York State Department of Education approved “Child Abuse and Maltreatment-Mandated Reported Training.” To access this course. Go to:

<http://www.nysmandatedreporter.org/TrainingCourses.aspx>

For those students who wish to receive a CASAC-T 350-Hour Certificate of Completion after completing your classroom requirements for the CASAC-T training hours, you must bring an original Certificate of Completion to the Department of Social Work when requesting your certificate.

COURSE OUTLINE

UNIT I: Approaches to Advanced Generalist Practice in the Urban Environments

- Course overview; review of syllabus.
- Introduction to strengths-based advanced generalist practice in urban environments
- Using positive reinforcement and affirming behaviors
- Navigating complex delivery systems
- Engaging in the process of creating social, economic, and environmental social justice
- Using interdisciplinary approach to practice
- Process recordings and assignments review

Required Readings

- Conceptualization of Advanced Generalist Practice in Urban Environments (handout)
- Acker, G. M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work, 9*, 269-283.
- Lavitt, M. R. (2009). What is advanced generalist practice? A conceptual discussion. *Journal of Teaching in Social Work, 29*, 461-473.
- Marsh, J. C. (2005). Social justice: Social work’s organizing value. *Social Work, 50*(4), 293-294.
- Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29*(1), 8-17.
- Salas, L. M., Sen, S., & Segel, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society, 9*, 91-96.

Saleebey, Chapter 5, The Strengths Approach to Practice Beginnings.

Recommended Readings:

- Cornell, K. L. (2006). Person-in-situation: History, theory, and new directions for social work practice, *Praxis*, 6, 50-57.
- Ungar, M. (2002). A deeper, more social ecological social work practice. *Social Service Review* 76, 480-497.

UNIT II. Personal and Professional Values and Ethics in Urban Social Work Practice

- Codes of ethics
- Professional demeanor
- Demonstrating and maintaining a non-judgmental attitude: Conveying respect for personal differences and individual needs.
- Personal, professional, and agency value systems and ethical dilemmas
- Use of self-reflection and self-regulation in professional practice
- Managing countertransference reactions
- Boundary issues and dual relationships
- Evidence-based practice: Benefits and difficulties
- Professional written and oral communication

Required Readings

- Adams, K. B., Matto, H. C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education*, 45, 165-186.
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today*, 17(1), 10.
- Code of Ethics of the National Association of Social Workers. In *M.S.W. Student Handbook & Field Education Manual*
- Fleischer, L. (2017). Countertransference challenges in working with diversity: A group worker reflects. *Social Work with Groups*, 40(1-2), 137-141.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work*, 54(1), 82-84.
- Hayes, J.A., Nelson, D.L.B. & Fauth, J. (2015). Countertransference in successful and unsuccessful cases of psychotherapy. *Psychotherapy*, 52(1), 127-133.
- Hepworth, D. H., Chapter 4, Operationalizing the cardinal social work values; Chapter 18, Managing barriers to change.
- Holosko, M. J., Thyer, B. A., & Danner, E. H. J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work*, 6, 348-360.
- Kadushin, A., & Harkness, D. Chapter 4, Administrative Supervision.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-135.

Recommended Readings:

- Bolen, R. M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education*, 43, 463-479.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work*, 51(2), 147-157.

UNIT III: The Power of Diversity

- Social justice perspectives in advanced generalist practice
- Countering oppressions when practicing in urban communities.
- Empowerment as a fundamental aspect of advanced generalist practice
- Critical race theory, micro- and macroaggressions, and intersectionality
- Intersectionality of race, ethnicity, gender, religion, legal status, age, sexual orientation, disabilities on mental health and substance abuse issues and treatment

Required Readings:

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*, 245-261.
- Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice, 8*(1), 21-36.
- Flynn, M. & Hassan, A. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education, 46*, 175-193.
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. Chapters 1 and 2.
- Lucas, C. A. (September 9, 2015) Microaggressions, macroaggressions, and disability, *Disability* (online). www.Disabilitypride.com/2015/09/19/Microaggressions_macroaggressions_and_disability
- National Association of Social Workers, (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>
- Sue, D. W., Capodilupo C. M., Torino, G. C, Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(May/June), 271-286.
- Warde, B. (2012). The cultural genogram: Enhancing the cultural competency of social work students. *Social Work Education: The International Journal, 31*(5), 570-586.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*, 69-91.

Recommended Readings:

- Alexander, M. (2011). *The new Jim Crow*.
- Crisp, C., & McCave, E. L. (2007). Gay Affirmative Practice: A model for social work practice with Gay, Lesbian, and Bisexual youth. *Child & Adolescent Social Work Journal, 24*, 403-421.
- Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication, In Press).
- Fong, R. (2007). Diversity in diversity: Changing the paradigm. *Journal of Ethnic and Cultural Diversity in Social Work, 16*, 113-121.
- Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidenced-based Africentric interventions in social work practice with African Americans. *Social Work, 54*(3), 243-252.
- Osanloo, A. F., Boske, C., & Newcomb, W. S. (2016). Deconstructing macroaggressions, microaggressions, and structural racism in education: Developing a conceptual model for the intersection of social justice practice and intercultural education. *International Journal of Organizational Theory and Development, 4*(1), 1-18
- Rowan, D, Shukrafi, A, & Gragg, J. (2009) Social work practice with Latinos: Key issues for social workers. *Social Work, 54*, 167-174.

UNIT IV: Motivational Interviewing and SBIRT

- A. The use of evidence to inform practice & service delivery: Introduction of to SBIRT and Motivational Interviewing as evidence-based practices
- B. Reviewing the meaning and significance of evidence-based practice and research in a practice context.
- C. The use of Motivational Interviewing (MI) and Motivational Enhancement Therapy (MET) as intervention strategies for building interviewing skills
- D. Exploring interventions that lead to mutually-agree goals and objectives based on strengths, needs, resources, and challenges of clients and constituencies.
- E. Assessing co-occurring mental health disorders through SBIRT with appropriate referrals made.
- F. Relating Motivational Interviewing to Prochaska and DeClemente's Stages of Change: precontemplation, contemplation, preparation, action, maintenance, and relapse
- G. Using Prochaska and Diclemente's Stages of Change to formulate the brief intervention of SBIRT.
- H. Determining relevant therapeutic approaches appropriate to stages of change, recovery, and specific client needs.

I. Using motivational interviewing and SBIRT for brief interventions and referrals in regard to relapse

Required Reading:

Lehman College Department of Social Work (2017). *SBIRT and motivational interviewing manual*. Bronx, NY: Author.
Lehman College SBIRT-Visual Aid

Required Online Training:

ATTC eLearning 4 hour SBIRT training: Screening, brief intervention, & referral to treatment
http://psattcelearn.org/courses/4hr_sbirt/

Recommended Reading:

Miller, W. R., & Rollnick. S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.

UNIT V: Working with Clients Impacted by Trauma from a Strengths-Based Perspective

- Acute trauma vs. chronic trauma
- Understanding the impact of trauma on clients' way of living in the world
- Avoiding "pathologizing" the behaviors and coping methods of trauma survivors
- Trauma and post-traumatic stress disorder
- Trauma and personality disorders.
- Trauma and substance use disorders.
- Understanding the stages of trauma work
- Managing counter-transference issues when working with trauma survivors
- Social workers' self-care in the face of vicarious trauma reactions
- Assessing the impact of substance misuse through use of SBIRT
- Establishing a collaborative partnership with clients through motivational interviewing

Required Readings:

Herman, J. (2015). *Trauma and recovery*. NY: Basic Books.
Lehman College SBIRT and Motivational Interviewing Manual
Covington, S. (2008). Women and addiction: A trauma-informed approach. *Journal of Psychoactive Drugs*, 5, 377-385.
Hepworth, D. H. Ch. 18, Managing barriers to change (motivational interviewing, 558-560)
Hernandez, P., Gangsei, D. & Engstrom, D. (2007). Vicarious resilience: a new concept in work with those who survive trauma. *Family Process*, 46(2), 229-241.
Joseph, S., & Murphy, D. (2014). Trauma: A unifying concept for social work. *British Journal of Social Work*, 44, 1094-1109.
Kelly, B. L., & Gates, T. G. (2010). Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse. *Social Work in Mental Health*, 8(5), 421-437.
Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Journal of Clinical Social Work*, 43, 25-37.
Turner, F. J. (2017). Chapter 9, Empowerment Approach to Social Work Treatment; Chapter 23, Oppression Theory and Social Work Treatment.
Wagaman, M. A., Geiger, J. M., Shockley, C., Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60(3), 201-209.
Wahab, S. (2005). Motivational interviewing and social work practice. *Journal of Social Work*, 5, 45-60.

Recommended Readings:

Belous, C. K., Timm, T. M., Chee, G., & Whitehead, M. R. (2012). Revising the sexual genogram. *The American Journal of Family Therapy*, 40, 281-296.

- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.
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www.bemidjistate.edu/academics/publications/social_work_journal/issue14/articles/rankin.htm
- Rapp, R. C. (2007) The Strengths Perspective: Proving “my strengths” and “it works.” *Social Work, 52*(2), 185-187.
- Redmond, S. L., Wilcox, S. L., Campbell, A., Kim, K., Finney, K., Barr, K., & Hassan, A. M. (2015). A brief introduction to the military workplace. *Social Work 50*(1), 9-20.
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- Smith, E. J. (2006). The Strength-based counseling model. *Counseling Psychologist, 34*(1), 13-79.

UNIT VI. Advanced Trauma-Informed Practice with Individuals

- Understanding individuals from an advanced bio-psycho-social perspective
- Understanding trauma from a Strengths Perspective
- Self-awareness and self-reflection to inform trauma-based practice
- Cultural humility and sensitivity to human diversity
- Trauma-informed practice and substance abuse treatment
- Relating substance abuse relapse to unresolved issues of trauma: Intervention strategies
- Understanding the impact of parental psychiatric illness and substance abuse on childhood development and their creation of traumatic situations for the child
- Theoretical approaches addressing trauma-informed practice with individuals

Required Readings

- Turner, F. J. (2011) Chapter 3, Client-Centered Theory and the Person-Centered Approach: Values-Based, Evidence Supported
Chapter 15, Gestalt Theory and Social Work Treatment
Chapter 21, Narrative Theory and Social Work Treatment
Chapter 4, Cognitive Behavior Theory and Social Work Treatment
Chapter 5, Cognitive Theory and Social Work Treatment
Chapter 1, Attachment Theory and Social Work Treatment
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial.
Introduction, Chapters 1, 3 to 21, 41 to 44
- Berzoff, J. (2011). Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*, 132-166.
- Gonzalez-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics, 9*, 21-33.
- Senreich, E. (2014). A Gestalt approach to social work practice. *Smith College Studies in Social Work, 84*(1), 55-75.

Recommended Readings:

- Corey, G. (2013). *Theory and practice of counseling and psychotherapy*.
 Chapter 6, Existential Therapy
 Chapter 7, Person Centered Psychotherapy
 Chapter 8. Gestalt Therapy
 Chapter 9, Behavior Therapy
 Chapter 10, Cognitive Behavior Therapy
- Farrell, D. (2012). Understanding the psychodynamics of homelessness from a self psychological perspective. *Clinical Social Work Journal, 40*, 337-347.
- Grady, M. D., & Cantor, M. (2012). Strengthening the professional selves of social workers through the lens of self psychology. *Smith College Studies in Social Work, 82*, 401-417.
- Lynch, S. M., Heath, N. M., Mathews, K. C., & Cepeda, G. J. (2012). Seeking safety: An intervention for trauma-exposed incarcerated women? *Journal of Trauma & Dissociation 13*, 88-101.
- Pack, M. (2008). "Back from the Edge of the World": Re-authoring a story of practice with stress and trauma using Gestalt theories and narrative approaches. *Journal of Systemic Therapies, 27*, 30-44.
- Serlin, R. A. (2006). Where relational theory and attachment theory intersect: A real relationship and a real attachment. *Clinical Social Work, 34*, 161-174.

Recommended Videos:

Gestalt Therapy-(You Tube)

<http://www.youtube.com/watch?v=NwM84AgJFoA>

<http://www.youtube.com/watch?v=ZbOAdMdMLdI>

Narrative Therapy (You-Tube)

<http://www.youtube.com/watch?v=EIaMI4bVtLA>

Cognitive-Behavioral Therapy (You Tube)

<http://www.youtube.com/watch?v=a0YyC1iS8Rc>

<http://www.youtube.com/watch?v=w5GdlEYGzJQ>

Albert Ellis and Gloria (Rational Emotional Behavioral Therapy):

<http://www.youtube.com/watch?v=2cOLJBPQZRA>

Unit VII: Advanced Trauma-Informed Practice with Groups

- Introduction to trauma-informed practice with groups and communities
- Formation of groups in agency-based practice
- Different types of groups in trauma-informed practice
- Stages of group development and group theory
- Group facilitator roles and techniques
- Developing cohesiveness and trust in groups
- Group dynamics
- Dealing with turnover, dropouts, and adding new members
- Open and closed groups
- Open-ended and time limited groups
- Groups in diverse settings with different populations

Required Readings:

Brandler, S., & Roman, C. (2016). Chapters 1 through 11.

Boscarino, J. A. (2015). Community disasters, psychological traumas, and crisis intervention. *International Journal of Emergency Mental Health, 17*(1), 369-371.

Clemens, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.

Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups, 28*, 3-22.

Eaton, M. (2017). Come as you are! Creating community with groups. *Social Work with Groups, 40*(1-2), 85-92.

Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society, 97*(4), 278-286.

- Hepworth, D. H. Chapter 11, Forming and assessing social work groups; & Chapter 11, Intervening in social work groups
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups, 30*, 74-87.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups, 30*, 79-94.
- Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.

Recommended Readings:

- Parsons, R. J. (October 12, 2008 online [1991]). Empowerment: Purpose and practice principle in social work. *Social Work with Groups, 14*(2), 7-21.
- Sands, R. G., & Solomon, P. (2003) Developing educational groups in social work practice. *Social Work with Groups, 26*, 5-21.
- Stephan, W. G. & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues, 55*, 729-743.
- Wright, W. (2002). But I want to do a *real* group: A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups, 25*(1/2), 107-111.

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- Adams, K. B., Matto, H. C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Alexander, M. (2011). *The new Jim Crow*. New York, NY: The New Press.
- ATTC eLearning 4 hour SBIRT training: Screening, brief intervention, & referral to treatment
http://psattcelearn.org/courses/4hr_sbirt/
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today, 17*(1), 10.
- Belous, C. K., Timm, T. M., Chee, G., & Whitehead, M. R. (2012). Revising the sexual genogram. *The American Journal of Family Therapy, 40*, 281-296.
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- Billies, M. (2005). Therapist confluence with social systems of oppression and privilege. *International Gestalt Journal, 28*, 71-92.
- Bolen, R. M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education, 43*, 463-479.
- Boscarino, J. A. (2015). Community disasters, psychological traumas, and crisis intervention. *International Journal of Emergency Mental Health, 17*(1), 369-371.

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.
- Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice, 8*(1), 21-36.
- Castex, G. M. (2004). Helping people retraumatized by mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 129-142).
- Clemens, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Conceptualization of Advanced Generalist Practice in Urban Environments (handout)
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage.
- Cornell, K. L. (2006). Person-in-situation: History, theory, and new directions for social work practice, *Praxis, 6*, 50-57.
- Covington, S. (2008). Women and addiction: A trauma-informed approach. *Journal of Psychoactive Drugs, 5*, 377-385.
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- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work, 48*(4), 451-459.
- Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication In Press).
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- Eaton, M. (2017). Come as you are! Creating community with groups. *Social Work with Groups, 40*(1-2), 85-92.
- Farrell, D. (2012). Understanding the psychodynamics of homelessness from a self psychological perspective. *Clinical Social Work Journal, 40*, 337-347.
- Fleischer, L. (2017). Countertransference challenges in working with diversity: A group worker reflects. *Social Work with Groups, 40*(1-2), 137-141.
- Flynn, M. & Hassan, A. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education, 46*, 175-193.
- Fong, R. (2007). Diversity in diversity: Changing the paradigm. *Journal of Ethnic and Cultural Diversity in Social Work, 16*, 113-121.
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- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work, 54*(1), 82-84.

- Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidenced-based Africentric interventions in social work practice with African Americans. *Social Work, 54*, 243-252
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- Grady, M. D., & Cantor, M. (2012). Strengthening the professional selves of social workers through the lens of self psychology. *Smith College Studies in Social Work, 82*, 401-417.
- Harris, W. W., Lieberman, A. F., & Marans, S. (2007). In the best interests of society. *Journal of Child Psychology and Psychiatry, 48*(3/4), 392-411.
- Hayes, J.A., Nelson, D.L.B. & Fauth, J. (2015). Countertransference in successful and unsuccessful cases of psychotherapy. *Psychotherapy, 52*(1), 127-133.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
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- Hernandez, P., Gangsei, D. & Engstrom, D. (2007). Vicarious resilience: a new concept in work with those who survive trauma. *Family Process, 46*(2), 229-241.
- Holosko, M. J., Thyer, B. A., & Danner, E. H. J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work, 6*, 348-360.
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- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Lehman College Department of Social Work (2017). *SBIRT and motivational interviewing manual*. Bronx, NY: Author.
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- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 50*(2), 147-157.
- Miller, W. R., & Rollnick. S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.
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- _____. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org
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- Pack, M. (2008). "Back from the Edge of the World": Re-authoring a story of practice with stress and trauma using Gestalt theories and narrative approaches. *Journal of Systemic Therapies, 27*, 2008.
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Figure 5.2: SWK 714: ADVANCED PRACTICE IN THE URBAN ENVIRONMENT II

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 714

SPRING 2020

ADVANCED PRACTICE IN THE URBAN ENVIRONMENT II

PRE-REQUISITES: SWK 713 and SWK 773**PRE- or CO-REQUISITE: SWK 745; SWK 747****CO-REQUISITES: SWK 729 and SWK 774**

COURSE DESCRIPTION

This course integrates the knowledge, skills, professional values and ethics necessary for effective trauma-informed advanced generalist social work practice with individuals, families, groups, communities, and organizations in the urban environment. It also focuses on issues of self-care, professional development, and leadership as a social worker.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

*A **complex urban environment** is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.*

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;

	<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
7. Assess individuals, families, groups, organizations, and communities	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of</p>

	<p>assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
8. Intervene with individuals, families, groups, organizations, and communities	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
9. Evaluate practice with individuals, families, groups, organizations, and communities	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
11. Demonstrate the ability to provide agency-based	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p>

supervision and assume the role of an agency administrator in diverse urban settings.	38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Quality of content and timely submission of a combined total of 10 process recordings for SWK-714 and SWK-774.	20%
Assignments other than asynchronous course work	45%
Quality and timely submission of Asynchronous Assignments	15%

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Program Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Social Work Department. All students in the Social Work Department are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Social Work Department.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency (clarity, grammar, punctuation, spelling, and use of references and citations in *APA* (6th ed. 2nd printing) style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *College Bulletin*).
6. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441

REQUIRED TEXTS

- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2017). *Social work macro practice* (6th ed.). Boston: Pearson.
ISBN-13: 978-0-13-394852-3
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson. ISBN 13: 978-0-205-24900-8
- Yalom, I.D. (2009). *The gift of therapy*. New York: Harper Perennial.

SUPPLEMENTARY TEXTS

- Brager, G. & Holloway, S. (1978). *Changing human service organizations: Politics and practice*. New York: Free Press.
- Brandler, S. & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (2nd ed.). New York, NY: Routledge.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-CENGAGE.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills*, (9th ed.). Belmont, CA: Brooks/Cole-Cengage.
- Herman, J.L. (1997). *Trauma and Recovery*. New York, NY: Basic Books.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches*. (5th ed.) New York: Oxford.
- Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-75024-8

COURSE OUTLINE

Unit I: Values and Ethics in 21st Century Urban Social Work Practice

- Codes of ethics
- Value systems and ethical practice
- “Virtue Ethics” vs. “Ethical decision-making by formal code of ethics”
- Evidence-based practice: Benefits and difficulties
- Ethical issues regarding managed care
- Ethical dilemmas
- “Cultural humility” as an ethical issue in social work practice
- Personal, professional, and agency values
- Using reflection and self-regulation to manage personal values
- Ethical issues in supervision
- Boundary issues and dual relationships
- Self-disclosure in social work practice
- Ethical issues in use of technology (including text messaging, social media, and e-mail, etc.); maintenance of clear client-social worker boundaries

Required Readings:

- Abbott, A.A. (2003). Understanding transference and countertransference. *Psychoanalytic Social Work, 10*(2), 21-41.
- Adams, K.B., Matto, H.C., & LeCroy, C.W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Association of Social Work Boards (ASWB) (2013/2014). Model regulatory standards for technology and social work practice. <https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf>
- Barsky, A.E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*. <http://dx.doi.org/10.1080/15228835.2017.1277906>
- Bolen, R.M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education, 43*, 463-479.
- Bruce, E.J., & Austin, M.J. (2001). Social work supervision. *The Clinical Supervisor, 19*(2), 85-107.
- Chapman, M.V., Oppenheim, S., Shibusawa, T., & Jackson, H.M. (2003). What we bring to practice. *Journal of Teaching in Social Work, 23*(3-4), 3-14.
- Fisher-Borne, M. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education, 34*(2), 165-181.
- Foster, R.P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work, 26*(3), 253-270.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work, 54*, 82-84.
- Kadushin, A. (1992). What's wrong, what's right with social work supervision. *The Clinical Supervisor, 10*(1), 3-19.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press. Chapters 6, 7, 8
- NASW Code of Ethics: In Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*, 121-135.
- Yalom, I.D. (2009). Ch. 2. (Avoid Diagnosis); Ch. 9. (Acknowledge Your Errors); Ch. 20 (Use Your Own Feelings as Data); Ch. 53 (Take Notes of Each Session); Ch. 64 (Never Be Sexual with Patients); Ch. 76. (CBT is Not What It's Cracked Up to Be...Or, Don't Be Afraid of the EVT Bogeyman).
- Yan, M.C. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work, 53*(4), 317-328.

Recommended Readings:

- Acker, G.M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work, 9*, 269-283.
- Kopels, S. & Lindsey, B.C. (2006). The complexity of confidentiality in schools today: The school social work context. *School Social Work Journal, Summer 2006*, 63-78.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 51*(2), 147-157.
- Simpson, J.E. (2017). Staying in touch in the digital era: New social work practice. *Journal of Technology in Human Services*. <http://dx.doi.org/10.1080/15228835.2017.1277908>

Unit II. Advanced Trauma-Informed Practice with Families, Couples, and Children

- Theoretical frameworks for working with couples and families
- Strengths-based perspective in practice with couples and families
- Working with families at risk

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- Strengths based social work practice with children and adolescents
- Engagement, assessment, and intervention when working with families, couples, and children
- Working with substance abuse issues with families, couples, and children impacted by alcohol and drug problems
- Relapse prevention strategies to support family members impacted by substance abuse issues
- Evaluation of practice with families, couples, and children

Required Readings:

- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.) Ch. 1, 3, 4, 5, 6, 7, 11
- Adamo, S.M.G., & De Falco, R. (2012). The role of play in the psychotherapy of a child suffering from cancer. *Psychoanalytic Social Work, 19*, 101-120.
- Asen, E. (2002). Outcome research in family therapy. *Advances in Psychiatric Treatment, 8*(3), 230-238. <http://apt.rcpsych.org/content/8/3/230.short>
- Athanassiadou, E., Giannakopoulos, G., Kolaitis, G., Tsiantis, J., & Christogiorgos, S. (2012). Preparing the child facing surgery: The use of play therapy. *Psychoanalytic Social Work, 19*, 91-100.
- Bennun, I. (1986). Evaluating family therapy: A comparison of the Milan and problem solving approaches. *Journal of Family Therapy, 8*, 225-242. <http://onlinelibrary.wiley.com/doi/10.1046/j..1986.00719.x/pdf>
- Brown, J. (1999). Bowen family systems theory and practice: Illustration and Critique. *The Australian and New Zealand Journal of Family Therapy, 20*, 94-103.
- Carbone-Lopez, K., Esbensen, F.A., & Brick, B.T. (2010). Correlates and consequences of peer victimation: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice, 8*(4), 332-350.
- Carroll, J. (2002). Play therapy: The children's views. *Child and Family Social Work, 7*, 177-187.
- Celinska, K., Furrer, S., & Cheng, C.C. (2013). An outcome-based evaluation of functional family therapy for youth with behavioral problems. *Journal of Juvenile Justice, 2*(2). <http://www.journalofjuvjustice.org/jojj0202/article02.htm>
- Deacon, S.A., & Piercy, F.P., (2001). Qualitative methods in family evaluation: Creative assessment techniques. *The American Journal of Family Therapy, 29*, 355-373. <http://mcnellie.com/525/readings/deaconpiercy.pdf>
- Dripchak, V.L. (2007). Posttraumatic play: Towards acceptance and resolution. *Clinical Social Work Journal, 35*, 125-134.
- McPhatter, A. R., & Ganaway, T. L. (2003). Beyond the rhetoric: strategies for implementing culturally effective practice with children, families, and communities. *Child Welfare, 82*, 103-124.
- Minuchin, S., Nichols, M.P., & Lee, W.Y. (2007). The teenager who was a liar: Helping a family redefine its story. *Psychotherapy Networker, 31*, 77-85.
- Pine, B. A., & Drachman, D. (2005). Effective child welfare practice with immigrant and refugee children and their families. *Child Welfare, 84*, 537-562.

Recommended Readings:

- Aiello, T. (2012). What the children said: Children's narrative constructions of the events of 9/11 in psychotherapy. *Journal of Infant, Child, and Adolescent Psychotherapy, 11*, 32-38.
- Clausen, J.M., Ruff, S.C., Von Wiederhold, W., Heineman, T.V. (2012). For as long as it takes: Relationship-based play therapy for children in foster care. *Psychoanalytic Social Work, 19*, 43-53.
- Connolly, C. M. (2005). A qualitative exploration of resilience in long-term lesbian couples. *The Family Journal, 13*(3), 266-280.

- Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*. Ch. 14. Family systems therapy.
- Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills*, (9th ed.). Ch. 10, 15 and pp. 209- 211 and pp. 230-231.
- Hill, A. (2006). Play therapy with sexually abused children: Including parents in therapeutic play. *Child and Family Social Work*, 11, 316-324.
- Jozefowicz-Simbeni, D.M.H., & Israel, N. (2006). Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice. *Children and Schools*, 28, 37-44.
- Lantz, J. & Raiz, L. (2003). Play and art in existential trauma therapy with children and their parents. *Contemporary Family Therapy*, 25, 165-177.
- Lim, S.L., & Nakamoto, T. (2008). Genograms: Use in therapy with Asian families with diverse cultural heritages. *Contemporary Family Therapy*, 30, 199-219.
- Lynskey, D.S., & Keller, D.W. (2007). Integrating a family-centered approach into social work practice with families of children and adolescents with disabilities. *Child & Adolescent Social Work Journal*, 25, 347-365
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W. Norton & Company. ISBN-13: 978-0-3937-0002-2
- Wang, J., Ianotti, R.J., & Nansel, T.R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375.
- Whittinghill, D. (2002). Ethical considerations for the use of family therapy in substance abuse treatment. *Family Journal*, 10(1), 75-78.

Recommended Videos:

Play Therapy (You Tube):

<http://www.youtube.com/watch?v=GS11v-iP5II>

<http://www.youtube.com/watch?v=wiX9MEYmSLM>

Structural Family Therapy (You Tube)

<http://www.youtube.com/watch?v=bOrnOcHWXgA>

Strategic Family Therapy (You tube)-Prescribing the symptom

<http://www.youtube.com/watch?v=bdtD-hx2C5g>

Experiential Family Therapy (You Tube)

Family #1:

Part 1: <http://www.youtube.com/watch?v=cvTZVYp6Lig>

Part 2: <http://www.youtube.com/watch?v=0CwyfBxOksY>

Part 3: <http://www.youtube.com/watch?v=OBZUoord7vA>

Family #2:

<http://www.youtube.com/watch?v=U2ipWCp8QMo>

Narrative Therapy (You Tube) (gay family)

http://www.youtube.com/watch?v=gYaDrVp_DyI

Unit III: Advanced Strength-Based Practice with Communities

- Defining terms: Community, neighborhood, urban setting, etc.
- Understanding communities from a social work perspective.
- Community diversity, populations at risk, and the dynamics of human behavior.
- Using cultural humility in community practice
- Assessing strengths and resources of urban populations.
- Evaluation of community practice
- Identify and discuss sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.

Required Readings:

Netting, Kettner, McMurtry, & Thomas: Chapters 3,4,5,6

- Boland, M. & McCallum, D. (2002). Neighborhood and community mobilization in high-poverty inner city neighborhoods. *Urban Affairs Review*, 38(1), 42-69
- Crawford, K.S., & Johnson, J.L. (2005). Mothers vs, The Board of Education. In J.L. Johnson & G. Grant (Eds.), *Community Practice* (49-71). Boston, MA: Pearson (Allyn and Bacon Casebook Series).
- Hardina, D. (2014). The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365-384.
- Nelson, G., Prilleltensky, I. & MacGillivray, H. (2001). Building value-based partnerships: Towards solidarity with oppressed groups. *American Journal of Community Psychology*, 29(5), 649-677.
- Papineau, D. (1996). Participatory Evaluation in a community organization: Fostering Stakeholder empowerment and utilization. *Evaluation and Program Planning*, 19(1), 79-93.
- Pray, K. (2003). When is community organization social work practice? *Journal of Community Practice*, 11, 91-101.
- Reisch, M. and Lowe, J.I. (2000). Of means and ends revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice*, 7, 19-38.
- Ross, L. (2010). Notes from the Field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice*, 18(2-3), 315-335.
- Watts, S., Higgins, C, & Kendrick, A. (2000). Community participation in the development of services: A move towards community empowerment. *Community Development Journal*, 35(2), 120-132.

Recommended Readings:

- Sherraden, M., & Slosar, B. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.
- Taylor, J., Ellison, C., Chatter, L., Levin, J. & Lincoln, K. (2000). Mental health services in faith communities: The role of clergy in black churches. *Social Work*, 45, 73-87.

Unit IV: Advanced Social Work Practice with Organizations

- Promoting agency change from a social justice perspective
- Advocating for effective practices in organizational settings
- Educating, communicating, and protecting client rights within organizations
- Advocating for clients' specific needs
- Learning grievance processes for clients within organizations
- Evaluation of practice in social work organizations
- Inter-professional collaboration in agency settings
- Understanding "intersectionality" to provide effective services to diverse groups
- Creating a growthful environment for social workers in agency settings

Required Readings:

Netting, Kettner, McMurtry, & Thomas: Chapters 7,8,9,10,11,12

- Bent-Goodley, T.B. (2016). Social work's grand challenges: Mobilizing the profession. *Social Work*, 61(3), 197-198.

- Brager, G. & Holloway, S. (1978). Changing human service organizations: Politics and practice. Part II-Ch: 5 & 6.
- Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work, 48*(3), 297-306.
- Cronin, A., & King, A. (2010). Power, inequality, and identification: Exploring diversity and intersectionality amongst older LGB adults. *Sociology, 44*(5), 876-892.
- Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care, 19*(sup.1), 188-196.
- Hernandez, B., Stanley, B., & Miller, L. (2014). Job embeddedness and job engagement: Recommendations for a supportive social work environment. *Human Services Organizations: Management, Leadership, & Governance, 38*(4), 336-347.
- Holosko, M.J., Thyer, B. A., & Danner, E. H.J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work, 6*, 348-360.
- Johnson, M. & Austin, M.J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work, 30*, 75-104.
- Manuel, J.I., Mullen, E.J., Fang, L., Bellamy, J.L. & Bledsoe (2009). Preparing social work practitioners to use evidence-based practice: A comparison of experiences from an implementation project. *Research on Social Work Practice, 19*, 613-627.
- Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29*(1), 8-17.
- Molyneux, J. (2001). Interprofessional teamworking: What makes teams work well. *Journal of Interprofessional Care, 15*(1), 29-35.
- Peake, K. & Epstein, I. (2004). Theoretical and practical imperatives for reflective social work organizations in health and mental health: The place of practice-based research. *Social Work in Mental Health, 3*(1,2), 23-37.
- Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple inequalities in social theory. *Sociology, 46*(2), 224-240.
- Wike, T.L., Bledsoe, S.E., Manuel, J.I., Despard, M., Johnson, L.V, Bellamy, J.L., & Killian-Farrell, C. (2014) Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. *Clinical Social Work, 42*(2). 161-170.

Recommended Readings:

- Bellamy, J.L., Bledsoe, S.E., & Traube, D.E. (2006). The current state of evidence-based practice in social work: A review of the literature and qualitative analysis of expert interviews. *Journal of Evidence-Based Social Work, 3*, 23-48.
- Conwill, W.L. (2010). Domestic violence among the black poor: Intersectionality and social justice. *International Journal for the Advancement of Counseling, 32*(1), 31-45.
- Doe, S.S. (2004). Spirituality-based social work values for empowering human service organizations. *Journal of Religion and Spirituality in Social Work, 23*(3), 45-65.
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education, 42*, 377-396.

Unit V: Preparing for Termination with Client Systems

- Techniques and procedures for termination for both individual and group processes
- Discharge planning based on the treatment and service plan previously created
- Providing comprehensive and individualized discharge planning and referral services
- Involving the interdisciplinary team in discharge planning and termination
- Termination as a growthful process for the client
- Issues of separation and abandonment in the termination process

- Preparing the client and concerned others in separation issues inherent in the referral and aftercare process
- Termination from agencies and organizations
- Creating, maintaining, and monitoring effective follow-up with the client system
- Managing countertransference in the termination process

Required Readings:

- Anthony, S., & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26, 281-296.
- Baum, N. (2007). Therapist's responses to treatment termination: An inquiry into variables that contribute to therapists' experiences. *Clinical Social Work*, 35, 97-106.
- Ericson, C., & Bombry, J.X. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16(3), 177-189.
- Gelman, C.R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29, 169-187.
- Hepworth et al. (2013), Chapter 19, The Final Phase: Evaluation and Termination.
- Zilberstein, K (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36(3), 301-311.

Recommended Readings:

- Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research*, 21(2), 154-167.
- Walsh, J. (2002). Termination and your field placement. *The New Social Worker*, 9(2), 14-17.

Unit VI: Professional Development and Self-Care for Social Workers

- Continuing education, professional supervision, training, and lifelong learning
- The development of professional goals and objectives
- Knowledge of education and training methods that promote personal and professional growth, including utilizing current literature and information sources on current trends in the field
- The ability to accept, elicit, and use both constructive criticism and positive feedback from colleagues and supervisors
- The importance of time management and the ability to implement an organizational skill set
- Leadership in the social work profession
- Using one's professional self to advocate for social justice in society
- Resumes
- Licensing
- Professional organizations and goals
- Vicarious trauma
- Self-care for social worker
- Knowledge and application of evidence-based practices as they develop

Required Readings:

- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work, 8*, 451-459.
- Holosko, M.J. (2009). Social work leadership: Identifying core attributes. *Journal of Human Behavior in the Social Environment, 19*(4), 448-459.
- Lawler, J. (2007). Leadership in social work: A case for caveat emptor? *British Journal of Social Work, 37*(1), 123-141.
- Lee, J.L., & Miller, S.E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society: The Journal of Contemporary Social Services, 94*, 96-103.
- Meyer, D., & Ponton, R. (2006). The healthy tree: A metaphorical perspective of counselor well-being. *Journal of Mental Health Counseling, 28*, 189-201.
- Salloum, A., Kondrat, D.C., Johnco, C., & Olson, K.R. (2015). The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers. *Children and Youth Services Review, 49*(2), 54-61.
- Stanley, N., Manthorpe, J., & White, M. (2007). Depression in the profession: Social workers' experiences and perceptions. *The British Journal of Social Work, 37*(2), 281-298.
- Yalom, I.D. (2009). *The gift of therapy*. Ch. 12 (Engage in Personal Therapy); Ch. 84 (Beware the Occupational Hazards); Ch. 85 (Cherish the Occupational Privileges).

Recommended Readings:

- Bourassa, D.B. (2009). Compassion fatigue and the adult protective services social worker. *Journal of Gerontological Social Work, 52*(3), 215-229.
- Cunningham, M. (1999). The impact of sexual abuse on the social work clinician. *Child and Adolescent Social Work Journal, 16*, 277-290.
- Jenkins, S.R., Mitchell, J.L., Baird, S., Whitfield, S.R., & Meyer, H.L. (2011). The counselor's trauma as counseling motivation: Vulnerability or stress inoculation? *Journal of Interpersonal Violence, 26*, 2392-2412.
- McGarrigle, T., & Walsh, C.A. (2011). Mindfulness, self-care, and wellness in social work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work, 30*(3), 212-233.
- Naturale, A. (2007). Secondary traumatic stress in social workers responding to disasters: Reports from the field. *Clinical Social Work Journal, 35*(3), 173-181.
- Smith, B.D. (2007). Sifting through trauma: Compassion fatigue and HIV/AIDS. *Clinical Social Work Journal, 35*(3), 193-198.
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Revised August 9, 2019

Figure 5.3: SWK 727: Understanding Clinical Assessment and Diagnosis

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 727 SUPERVISION IN AGENCY-BASED PRACTICE Fall 2019

COREQUISITES:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 773 (Fieldwork and Seminar III)

PRE- or CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

COURSE DESCRIPTION

Supervision, which has administrative, clinical, supportive, and educational functions, has long been recognized as an essential component of social work. This course provides students with theoretical frameworks and practice content in social work supervision that are applicable to a variety of practice settings. Emphasis is on helping social workers function effectively in urban social work agencies and organizations with a range of clients. Content will include: historical and current perspectives on supervisory practice; supervision in an agency structure; the organizational context of practice; learning theories; concepts of power, authority, and accountability; ethical and clinical issues; supervisory techniques; skills and self awareness; and staff development and evaluation. The exploration of these fundamental principles and concepts helps form the knowledge base, practice skills and sensitivity to ethical and value issues supporting the cognitive and affective processes necessary for effective supervision.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p>

	36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

COURSE REQUIREMENTS

2. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

13. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

14. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
15. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
16. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation, including Oral presentation	15%
Assignment 1	25%
Assignment 2	35%
Asynchronous Assignments	15%

REQUIRED TEXTS

- DeGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance* (3rd ed.). Los Angeles, CA: Sage Publications.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York, NY: Columbia University Press.
- National Association of Social Workers. (2008). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>
- National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press.
http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp

SUPPLEMENTARY TEXTS

- Fauri, D. P. (2000). The coffee break: Supervisor-employee relationships at risk (pp. 19-28). In Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). *Cases in Macro Social Work Practice*. Boston, MA: Allyn and Bacon.
- Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.
- Straussner, S. L. A., & Phillips, N. K. (Eds.) (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn & Bacon.

1.0.1 COURSE OUTLINE

UNIT I: COURSE OVERVIEW (Week 1)

- A. Review of syllabus
- B. Review of assignments and course requirements
- C. Overview of content
- D. Role of supervision in social work

UNIT II: HISTORICAL AND PHILOSOPHICAL CONTEXT OF SOCIAL WORK SUPERVISION (Week 2)

Nature of supervision in an historical context

- A. Purposes and functions of the supervisory process
- B. Definitions of key concepts
- C. Influence of social welfare and economic policies on social service supervision

Required Readings:

Kadushin, A., Preface and Chapter 1: History, Definition, and Significance.

Brashears, F. (1995). Supervision in social work practice: A reconceptualization. *Social Work, 40*, 692-699.

National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press.

http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp

UNIT III: THE SUPERVISOR'S FUNCTION AND TASKS: SOCIALIZATION INTO THE ROLE (Week 3)

- A. Preparation for the supervisory role.
- B. Qualifications and competencies required for effective professional supervision
- C. Supervisory beginnings with new workers

Required Reading:

Kadushin, A., Chapter 7, Problems and Stresses in Becoming and Being a Supervisor

Recommended Reading:

Shulman, L., Chapter 3, Preparatory and Beginning Phases

UNIT IV: VALUES AND ETHICAL DILEMMAS AS PART OF THE SUPERVISORY PROCESS (Week 4)

- A. Power relationship
- B. Significance of human diversity and cultural humility
- C. Recognition of ethical dilemmas in supervisory practice
- D. Professional boundaries and conflicts of interest
- E. Ethical and value dilemmas in practice, particularly with diverse populations
- F. Professional malpractice and misconduct
- G. Group Oral Presentation: The NASW Code of Ethics and Supervision**

Required Readings:

Dewane, C. (2007, July/August). Supervisor, beware: Ethical dangers in supervision. *Social Work Today, 7* (4). 34.

Hawthorne, L. (1975). Games supervisors play. *Social Work, 20*(3), 179-183

Kadushin, A. (1968), Games people play in supervision. *Social Work, 13*(6), 23-32.

National Association of Social Workers (NASW). (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.

_____. (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

Recommended Readings:

Fauri, D. P. (2000). The coffee break: Supervisor-employee relationships at risk (pp. 19-28). In Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). *Cases in Macro Social Work Practice*. Boston, MA: Allyn and Bacon.

Levy, C. S. (1973). The ethics of supervision. *Social Work, 18*(1), 14-21.

UNIT V: SUPERVISION AND ADMINISTRATIVE PROCESS (Weeks 5, 6)

- A. The organizational context of supervisory practice
- B. Administrative functions of the supervisor
- C. Work assignment and planning
- D. Mediating administrative and worker interests and priorities

- E. Maintaining morale and improving productivity
- F. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- G. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- H. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- I. Use of critical thinking by supervisors for analysis, formulation, and advocacy for policies that advance human rights and social, economic, and environmental justice
- J. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- K. Navigate complex social service delivery systems to secure effective resources for diverse client systems
- L. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems
- M. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings
- N. **Group Oral Presentation: Games People Play in Supervision**

Required Readings:

DeGroot, S. (2016). Chapter 5: A Strengths Focus on Quality Leadership
 Kadushin, A., & Harkness, D. (2014), Chapter 2: Administrative Supervision, Chapter 3: Administrative Supervision: Problems in Implementation

Recommended Readings:

Shulman, L. (2010). Chapter 4, A Work-Phase Model, Chapter 10: Formal and Informal Staff Groups

UNIT VI: EDUCATIONAL SUPERVISION (*Weeks 7, 8*)

- A. Supervisor as educator
- B. Theories of adult learning
- C. Clinical supervision
- D. Staff training
- E. Student supervision
- F. Types of consultation
- G. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- H. Facilitate effective transitions and endings that advance mutually agreed-on goals
- I. **Group Oral Presentation: Issues of Diversity in Supervision**

Required Readings:

Kadushin, A., Chapter 4: Educational Supervision: Definition, Differentiation, Content, and Process, 5: Principles and Problems in Implementing Educational Supervision
 Bennett, S., & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117.

UNIT VII: SUPPORTIVE SUPERVISION (*Week 9*)

- A. Supportive functions of supervision
- B. Differentiating between supervision and therapy
- C. Transference and countertransference
- D. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision
- E. Recognizing burnout
- F. Self-care
- G. Safety
- H. Trauma history

Required Readings:

- Kadushin, A., & Harkness, D. (2014), Chapter 6: Supportive Supervision
- Ingram, R. (2013). Emotions, social work practice and supervision: An uneasy alliance? *Journal of Social Work Practice*, 27(1), 5-19.
- Pisani, A. (2005). Talk to me: Supervisees disclosure in supervision. *Smith College Studies in Social Work*. 75(1), 29-47.
- Reamer, F. (2006). Self-disclosure in clinical social work. *Social Work Today*, 6 (6), 12-13.

Recommended Reading:

- Shulman, L. (2010). Chapter 4: A Work-Phase Model, Chapter 5: Supervisory Endings and Transitions

UNIT VIII: GROUP AND PEER SUPERVISION (Week 10)

- A. Dynamics of supervisory work with staff groups
- B. Mutual aid process
- C. Confidentiality issues
- D. Challenges in group supervision

Required Reading:

- Kadushin, A., & Harkness, D. (2014), Chapter 9: Group Supervision

Recommended Reading:

- Shulman, L. (2010). Chapter 10, Formal and Informal Staff Groups

UNIT IX: SUPERVISORY ROLES IN COPING WITH TRAUMA (Week 11)

- A. Helping staff cope with violent events
- B. Developing an action plan
- C. Changes: clients, colleagues, agency
- D. Retraumatization
- E. Reaching out to the community
- F. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies coping with trauma
- G. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies coping with trauma
- H. **Group Oral Presentation: Issues of Trauma**

Required Readings:

- Berthold, S. M., & Fischman, Y. (2014). Social work with trauma survivors: Collaboration with interpreters. *Social Work*, 59(2), 103-110.
- Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*. 9, 345-358.
- Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under threat of political violence. *Social Work*, 48, 545-555.

Recommended Readings:

- Shulman, L. (2010). Chapter 12: Trauma, Secondary Trauma Stress, and Disaster Stress: Helping Staff Cope
- Cranston, J. E. (2004), Mass violence and the workplace. In Straussner, S. L. A., & Phillips, N. K. (Eds.), *Understanding mass violence: A social work perspective* (pp. 87-104). Boston, MA: Allyn & Bacon.
- Tsui, M. S., & Cheung, F. C. H. (2003). Dealing with terrorism: What social workers should and can do. *Social Work*, 48(4), 556-557.

UNIT X: EVALUATION FUNCTION OF SUPERVISION (Weeks 12, 13)

- A. Worker's participation in evaluation
- B. Tools for measuring workers' effectiveness
- C. Identification of staff strengths and weaknesses

- D. Hiring/layoff/termination of staff
- E. Agency transitions
- F. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- G. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- H. Group Oral Presentation: Evaluation**

Required Reading:

Kadushin, A., & Harkness, D. (2014), Chapter 8: Evaluation, Chapter 10: Problems and Innovations.

Recommended Reading:

Shulman, L. (2010). Chapter 7, Evaluation Function of Supervision.

UNIT XI: REVIEW AND TERMINATION (*Week 14*)

1.02 BIBLIOGRAPHY

- Bennett, S., & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117.
- Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). New York: Pearson.
- Brashears, F. (1995). Supervision in social work practice: A reconceptualization. *Social Work, 40*, 692-699.
- Cranston, J. E. (2004), Mass violence and the workplace. In Straussner, S. L. A., & Phillips, N. K. (Eds.), *Understanding mass violence: A social work perspective* (pp. 87-104). Boston, MA: Allyn & Bacon.
- DeGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance*. Los Angeles, CA: Sage Publications.
- Dewane, C. (2007, July/August). Supervisor, beware: Ethical dangers in supervision. *Social Work Today, 7* (4). 34.
- Hawthorne, L. (1975). Games supervisors play. *Social Work, 20*(3), 179-183.
- Ingram, R. (2013). Emotions, social work practice and supervision: An uneasy alliance? *Journal of Social Work Practice, 27*(1), 5-19.
- Kadushin, A., (1968). Games people play in supervision. *Social Work, 13*(6), 23-32.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York: Columbia University Press.
- Levy, C. S. (1973). The ethics of supervision. *Social Work, 18*(1), 14-21.
- Madden, R. G. (2003). *Essential law for social workers*. New York: Columbia University Press.
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. <https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

- National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press.
http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp
- Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*, 9, 345-358.
- Pisani, A. (2005). Talk to me: Supervisees disclosure in supervision. *Smith College Studies in Social Work*, 75(1), 29-47.
- Reamer, F. (2006). Self-disclosure in clinical social work. *Social Work Today*, 6 (6), 12-13.
- Reeser, L. C., & Wertkin, R. A. (2001). Safety training in social work education: A national survey. *Journal of Teaching in Social Work*, 21, 95-113.
- Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under threat of political violence. *Social Work*, 48(4), 545-555.
- Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.
- Tsui, M. S., & Cheung, F. C. H. (2003). Dealing with terrorism: What social workers should and can do. *Social Work*, 48(4), 556-557.
- Revised June 15, 2017

Figure 5.4: SWK 729: Administration in Urban Agencies

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 729**ADMINISTRATION IN URBAN AGENCIES****SPRING 2020****PREREQUISITES:****SWK 713 (Advanced Generalist Social Work Practice in the Urban Environment I)****SWK 773 (Fieldwork and Seminar III)****SWK 727 (Supervision in Agency-Based Practice)****CO-REQUISITES:****SWK 714 (Advanced Generalist Social Work Practice in the Urban Environment II)****SWK 774 (Fieldwork and Seminar IV)****SWK 745 (Social Welfare Policy Practice)****COURSE DESCRIPTION**

This course contributes to the preparation of professional social workers as leaders in social service agencies in urban communities. It focuses on the knowledge, skills, values, ethics, and cognitive and affective processes necessary for effective administration of public and private social services agencies that support quality service delivery enhancing client outcomes. The course content is informed by the need for social service agencies to be responsive to the needs of diverse clients as well as the professional principle of social justice.

Course content will include: understanding the significance of leadership and mission; understanding organizational development and capacity; designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; program evaluation, analysis and continuous quality improvement; and examining ethical dilemmas.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. **The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:**

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p>

	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments; 25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments; 26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments; 30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and 31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;

	36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

COURSE REQUIREMENTS

3. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

17. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
18. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

19. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
20. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Mid-semester paper	30%
Proposal Assignment	35%
Asynchronous course work	15%

REQUIRED TEXTS

Hasenfeld, Y. (2010). *Human services as complex organizations* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Light, P. (2004). *Sustaining nonprofit performance: The case for capacity building and the evidence to support it*. Washington, D.C.: Brookings Institution Press. (available as e-book through Lehman College library ebrary)

Patti, R. J., (2009). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.

SUPPLEMENTARY TEXTS

De Groot, S., (2016). *Responsive leadership in social services*. Thousand Oaks, CA: Sage Publications.

Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York: Columbia University Press.

ASSIGNMENTS

There will be two written assignments/papers, details of which will be distributed separately from this syllabus. In brief, the first assignment will require the student to provide a description, organizational assessment and analysis of the agency's organizational capacity.

The second paper will allow students to develop a comprehensive proposal in response to a request for proposal (RFP), and incorporate all elements of administrative systems necessary to support the proposed new service or program. The two written assignments will comprise 65% of the course grade.

Additionally, there will be asynchronous assignments comprising 15% of the course grade.

COURSE OUTLINE

UNIT I: ORGANIZATIONAL DEVELOPMENT (*Weeks 1-3*)

- A. Types of social service organizations: governmental, nonprofit, for profit
- B. Role, mission and history of social service organizations

Introduction and Overview (Week 1)

Required Reading:

Patti: Chapter 3, Human service administration and organizational development.

Developmental Life Stages of Organizations (Weeks 2 & 3)

Required Readings:

Bailey, D., & Grochau, K. (1993). Aligning leadership needs to the organizational stage of development: Applying management theory to nonprofit organizations. *Administration in Social Work, 17*(1), 23-45.

Light: Chapter 6, The spiral of sustainable excellence

Simon, J. (2004). *The five life stages of nonprofit organizations*. Entire book.

Recommended Readings:

Hasenfeld, Y., & Schmid, H. (1989). The life stages of human service organizations. *Administration in Social Work, 13*(3/4), 243-269.

Koroloff, N., & Briggs, H. (1996). The life cycle of family advocacy organizations. *Administration in Social Work, 20*(4) 23-42.

Quinn, R., & Cameron, K., (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. *Management Science, 29*(1) 33-51.

UNIT II: UNDERSTANDING ORGANIZATIONAL CAPACITY AND THE STRUCTURE OF SOCIAL SERVICE ORGANIZATIONS (Weeks 4 & 5)

A. Elements of organizational capacity:

Mission, leadership, financial management, human resources, information technology, cultural competency, collaboration & linkages, continuous quality improvement & evaluation

B. Challenges, issues, the need and relevance for nonprofit organizational capacity

C. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

D. Assess how social welfare and economic policies impact the delivery of and access to social services

E. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Required Readings:

Hasenfeld (text), Chapter 21, Organizational change in human service organizations: Theories, boundaries, strategies, and implementation

Light: Chapters 2, Logic of investment; Chapter 3, The state of nonprofit capacity building; Chapter 4, The case for capacity building.

McKinsey: Capacity Analysis Matrix located at:

https://www.mindtools.com/pages/article/newSTR_91.htm

Patti: Chapter 4, Structure and financing of human service organizations.

Williams-Gray, B., (2016). Building capacity in nonprofit human service agencies through organizational assessment during the accreditation process. *Journal of Nonprofit Education and Leadership 6*(2), 99-114.

UNIT III: LEADERSHIP, MISSION AND MANAGEMENT (Weeks 6 & 7)

A. Leadership: theories, importance, skills for effectiveness

B. Demonstrate the ability to choose and implement strategies to promote effective administration policies

- C. Understanding social, economic, and environmental justice to advocate for human rights at the individual and system levels
- D. Engagement in practices that advance social, economic, and environmental justice.
- E. Facilitate effective transitions and endings that advance mutually agreed-on goals.
- F. The skills of an effective leader
- G. Role of board of directors in private agencies
- H. Mission and strategic planning
- I. Administrative supervision

Required Readings:

Hasenfeld (text): Chapter 10, Leadership styles and leadership change in human and community service organizations

Patti: Chapter 6, Organizational climate and culture and performance in the human services; Chapter 7, Leadership and performance in human service organizations; Chapter 18, Nonprofit boards

Recommended Readings:

Kadushin, A., & Harkness, D., Chapter 2: Administrative supervision.

UNIT IV: FUNDING, PROGRAM DEVELOPMENT AND INFORMATION

TECHNOLOGY (*Weeks 8 & 9*)

- A. Sources of Funding: Government, Grants, Fundraising, Fee for Service
- B. Implications for sources of funding
- C. Financial management and budgets for social service organizations

D. Program development: Proposals, RFP's and Grant Writing

- E. Enhancing funding sources: Legislative advocacy

Required Readings:

Foundation Center, foundationcenter.org/about-us

Patti, Chapter 19, Managing financial resources

Patti, Chapter 9, Developing information technology applications

Patti, Chapter 16, Program planning and management

UNIT V: DEVELOPING AND MAINTAINING A DIVERSE STAFF (*Week 10*)

- A. The importance of a diverse staff and volunteers for urban social service organizations
- B. Hiring strategies: outreach, interviewing, decision-making
- C. Supervision and enhancing job satisfaction of staff
- D. Staff motivation, growth and retention
- E. Performance evaluations, personnel challenges and termination

Required Readings:

Mallow, A., (2010). Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce, *Administration in Social Work* 34(3), 275-285.

Hasenfeld, Chapter 16, Human services as "race work"? Historical lessons and contemporary challenges of Black providers

Patti, Chapter 10, Motivating work performance in human services organizations

Patti, Chapter 14, Managing for diversity and empowerment in human service agencies

Recommended Reading:

De Groot, S., Chapter 2. Responsive leadership: From supervision to inspiration

UNIT VI: THE SOCIAL SERVICE ORGANIZATION AND THE COMMUNITY (*Week 11*)

- A. Using committees to enhance community relations
- B. Functions of coalitions of social service organizations
- C. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- E. Navigate complex social service delivery systems to secure effective resources for diverse client systems

Required Readings:

Patti, Chapter 21, Building community partnerships and networks

Recommended Readings

Freire, G. (2001). Efforts to develop a Latino program in the neighborhood. *Reflections*, 7(4), 38-44.

UNIT VII: ANALYZING AND EVALUATING ORGANIZATIONAL OUTCOMES

(*Week 12*)

- A. Models for critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
- B. Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- C. Application of evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- D. Continuous Quality Improvement (CQI)

Required Readings:

Council on Accreditation, Standards for Performance Quality Improvement www.coastandards.org

UNIT VIII: ETHICAL DILEMMAS IN ADMINISTRATION (*Week 13*)

- A. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems
- B. Model ethical decision-making for agency administration based on social work values and ethics
- C. Professional values as a guide to administrative decision-making
- D. Ethical issues faced by administrators of social service organizations:
- E. Risk management: Confidentiality of records
- F. Political action for social justice

Required Readings:

NASW Code of Ethics, Sections 2, 3 & 6.

Hasenfeld: Chapter 6: Organizational forms as moral practices

Council on Accreditation, Standards for Risk Management www.coastandards.org

UNIT IX: SUMMARY (*Week 14*)

- A. Future developments in social service administration
- B. Power in social work practice: organizational implications
- C. Role of practice-based research
- D. Advocacy for adequate resources

Required Reading:

Patti, Chapter 23, Practitioners' views on the future of human services management

BIBLIOGRAPHY

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- Freire, G. (2001). Efforts to develop a Latino program in the neighborhood. *Reflections* 7(4), 38-44.
- Hasenfeld, Y., & Schmid, H. (1989). The life stages of human service organizations. *Administration in Social Work* 13(3/4), 243-269.
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- Light, P. (2004). *Sustaining nonprofit performance: The case for capacity building and the evidence to support it*. Washington, D.C.: Brookings Institution Press. (available as e-book through Lehman College library ebrary)
- Mallow, A. (2010). Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce, *Administration in Social Work* 34(3), 275-285.
- McKinsey & Company. (2001). *Effective capacity building in nonprofit organizations*. Washington, DC: Venture Philanthropy Partners.
- Patti, R. J. (2009). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Philliber, W. (2004). *Council on Accreditation, assessment of organizational capacity*. New York, NY: Philliber Research Associates
- Quinn, R., & Cameron, K. (1983). Organizational life cycles & shifting criteria of effectiveness: Some preliminary evidence. *Management Science* 29 (1) 33-51.
- Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.
- Williams-Gray, B., (2016). Building capacity in nonprofit human service agencies through organizational assessment during the accreditation process. *Journal of nonprofit education and leadership* 6(2), 99-114.
- Revised August 9, 2019

Figure 5.5: SWK 745: SOCIAL WELFARE POLICY PRACTICE

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 745

SPRING 2020

SOCIAL WELFARE POLICY PRACTICE

PREREQUISITES:

**SWK 643 (Social Welfare Policy Analysis) or
Admission to the Advanced Standing Program**

COREQUISITES:

**SWK 714 (Advanced Social Work Practice in the Urban Environment II)
SWK 729 (Administration in Urban Agencies)
SWK 774 (Fieldwork and Seminar IV)**

COURSE DESCRIPTION

This course completes the social welfare policy sequence, building on the knowledge, skills, values, and cognitive and affective processes imparted by the previous two courses, Social Welfare Policy and Programs (SWK 639) and Social Welfare Policy Analysis (SWK 643). Reflecting the mission of the Lehman College MSW Program, the course supports students' effectiveness as policy change agents influencing, formulating, and advocating for social welfare policies that ensure that social services meets clients' needs and are consistent with the value of social justice. This course particularly emphasizes impacting policies affecting urban populations as reflected in the Capstone Assignment.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. **The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:**

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p>

	36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Written Assignment	15%
Capstone Project	50%
Asynchronous course work	15%

COURSE REQUIREMENTS

- The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Program Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.
- Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
- Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
- Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.

5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

21. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
22. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
23. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
24. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

REQUIRED TEXTS

Clark, K. B. (1989). *Dark ghetto: Dilemmas of social power*. Middletown, CT: Wesleyan University Press.

Hoefler, R. (2015). *Advocacy practice for social justice* (3rd ed.). New York, NY: Oxford University Press.

Lehman College Department of Social Work. (2017). *M.S.W. student handbook and field education manual*. Bronx, NY: Author.

SUPPLEMENTARY TEXT

Eitzen, D. S., Baca-Zinn, M., & Eitzen Smith, K. (2014) *Social Problems* (13th ed.). Boston, MA: Pearson.

COURSE OUTLINE

UNIT I: POLICY PRACTICE AND SOCIAL JUSTICE (Weeks 1-3)

IA: Overview (week 1)

- A. Introduction; distribution of syllabus
- B. The connection between SWK 639 (Social Welfare Policy and Programs), SWK 643 (Social Welfare Policy Analysis) and SWK 745 (Social Welfare Policy Practice)
- C. Policy practice in the context of the Advanced Generalist Practice curriculum: preparation for leadership
- D. Policy practice in the urban environment

IB: Defining policy practice and associated skills (Week 2)

- A. What is policy practice?
- B. Policy practice within the history of social work

Required Readings:

Hoefler Chapter 1, Unified Model for Advocacy Practice; Chapter 2, Social Justice and Advocacy Practice
 Figueria-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, 38(2), 179-188.

Recommended Reading:

Eitzen D. S., Baca-Zinn, M. & Eitzen Smith, K., Chapter 1, The Sociological Approach to Social Problems

IC: Social justice and policy practice: Values, ethics, and Skills (Week 3)

- A. What is social justice?
- B. Social justice, the “Code of Ethics of the National Association of Social Workers” (NASW) and “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work (IFSW/IASSW).
- C. How does social justice guide the policy practitioner to advance human rights and social and economic justice through advocacy and lobbying?
- D. Skills and Competencies for Policy Advocacy

Required Readings:

Hoefler, Chapter 3, Getting Involved; Chapter 4, Understanding the Issue
 Caruson, K. (2005). So, you want to run for elective office?: How to engage students in the campaign process without leaving the classroom. *PS: Politics and Political Science*, 38, 305-310.
 Code of Ethics of the NASW: Principles, especially Social Justice & Section 6 (Social Worker’s Ethical Responsibility to Broader Society)
 The IFSW/IASSW “Ethics in Social Work, Statement of Principles”
 (these last two are available in the *MSW Student Handbook and Field Education Manual*)

UNIT II: Building Agendas, Providing Leadership and Using Skills (Weeks 4 - 6)

- A. The policy making process
- B. Identifying policies to improve social wellbeing
- C. Using research to inform policy practice goals
- D. Identifying sources of power; how to enhance power
- E. Using leadership skills to inform the public
- F. Using advocacy skills on behalf of the clients
- G. Analytic, political, interactional and value-clarifying skills
- H. Developing an agenda for advancing human rights and social and economic justice
- I. Developing coalitions for change
- J. Proposing policies to address problems
- K. Presenting and defending policy proposals
- L. Implement actions to achieve client and organizational goals

Required Readings:

Hoefler Chapter 5, Planning in Advocacy Practice
 Domanski, M. D. (1998). Prototypes of social work political participation: An empirical model. *Social Work*, 4(2), 156-167.
 Hamilton D., & Fauri, D. (2001). Social workers' political participation: Strengthening the political confidence of social work students. *Journal of Social Work Education*. 37(2), 321-332.

UNIT III. Understanding the environment and Advocating for change (Weeks 7 to 9)

- A. Critically analyzing the sociopolitical factors that shape policy and services, including
 - the legislative process
 - other forces that move and shape policy
 - the role of the media and public opinion in policy practice
- B. Linking knowledge of legislative process, forces, media and public opinion with the task of developing agendas to advance human rights and social and economic justice

Required Readings:

Hoefler Chapter 6, Advocating through Education, Persuasion, and Negotiation; Chapter 7, Presenting Your Information Effectively
 Guo, C., & Saxton, G. D. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 43(1), 57-79.

- Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., ... & Burris, A. (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health, 100*(11), 2094-2102.
- Pritzker, S., & Burnwell, C. (2016). Promoting election-related policy practice among social work students. *Journal of Social Work Education, 52*(4), 434-447.

UNIT IV: POLICY ASSESSMENT, LEADERSHIP, POLICY PRACTICE, AND SOCIAL JUSTICE

(weeks 10-11)

- A. Why are analysis, monitoring, and evaluation important?
- B. Types of evaluation
- C. Common questions for evaluation

Required Readings:

Hoeffler Chapter 8, Electronic Advocacy; Chapter 9, Evaluating Advocacy; Chapter 10, Ongoing Monitoring
 Stott, T., MacEachron, A., & Gustavson, N. (2016). Social media & child welfare: Policy, training, the risks & benefits from an administrator's perspective. *Advances in Social Work, 17*(2), 221-234.

UNIT V: CAPSTONE PRESENTATIONS AND WRAP UP (Weeks 12 to 14)

BIBLIOGRAPHY

- Caruson, K. (2005). So, you want to run for elective office?: How to engage students in the campaign process without leaving the classroom. *PS: Politics and Political Science, 38*, 305-310.
- Clark, K. B. (1989). *Dark ghetto: Dilemmas of social power*. Middletown, CT, Wesleyan University Press.
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- Eitzen, D. S., Baca-Zinn, M., & Eitzen Smith, K. (2014). *Social Problems* (13th ed.). Boston, MA: Pearson
- Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work, 38*(2), 179-188.
- Guo, C., & Saxton, G. D. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly, 43*(1), 57-79.
- Hamilton D., & Fauri, D. (2001). Social workers' political participation: Strengthening the political confidence of social work students. *Journal of Social Work Education, 37*(2), 321-332.
- Hoefler, R. (2015). *Advocacy practice for social justice* (3rd ed.). New York, NY: Oxford University Press.
- Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., ... & Burris, A. (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health, 100*(11), 2094-2102.
- Lehman College Department of Social Work. (2017). *M.S.W. student handbook and field education manual*. Bronx, NY: Author.
- Pritzker, S., Burnwell, C. (2016). Promoting election-related policy practice among social work students. *Journal of Social Work Education, 52*(4), 434-447.

- Stott, T., MacEachron, A., Gustavson, N. (2016). Social media & child welfare: Policy, training, the risks & benefits from an administrator's perspective. *Advances in Social Work, 17, 2*, 221-234.
- Zubrzycki, J., & McArthur, M. (2004). Preparing social work students for policy practice: An Australian example. *Social Work Education, 25(4)*, 451-464.

Revised August 9, 2019

Figure 5.6: SWK 747: SOCIAL WORK RESEARCH II

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM**

SWK 747**SOCIAL WORK RESEARCH II****Fall 2019****PREREQUISITE:**

**SWK 646 (Social Work Research I) or
Admission to the Advanced Standing Program**

COURSE DESCRIPTION

This course builds on the skills and knowledge presented in previous research courses to support the design of research instruments, methods of collecting data; and developing skills facilitating the descriptive and inferential statistical analysis of data. Students develop and submit a research proposal that seeks to contribute to social work knowledge. The proposal will include an understanding of diversity and/or the needs of urban populations.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. **The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:**

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p>

	<p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
7. Assess individuals, families, groups, organizations, and communities	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a</p>

	<p>trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>

<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>
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COURSE REQUIREMENTS

5. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's standing in the Social Work Program. Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.
5. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

25. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
26. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
27. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
28. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, punctuality, and constructive class participation	15%
Asynchronous course work	15%
Research proposal: step I	10%

Research proposal: step II	20%
Research proposal: step III	30%
Research diaries	10%

REQUIRED TEXT

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Belmont, CA: Brooks/Cole-Cengage Learning. ISBN: 978-1-305-10168-5

FUNDAMENTAL DEFINITIONS FOR THIS COURSE

When studying “Evidence-Based Practice” in a social work research course, one needs to be familiar with the meaning of the following two interconnected concepts.

Research-Informed Practice:

Research Informed Practice (or Evidence Informed Practice) “is a model that incorporates best available research evidence; client’s needs, values, and preferences; practitioner wisdom; and theory into the clinical decision-making process filtered through the lens of client, agency, and community culture.” It is “a dynamic practice model that places practitioner decision-making at the center of social work practice, but that expects the practitioner to consider a range of empirical and other evidence and knowledge when determining the best possible treatment intervention for each client.”

Dodd, S.J., & Savage, A. (2016). Evidence-informed social work practice. In National Association of Social Workers Press and Oxford University Press, *Encyclopedia of Social Work*. <https://oxfordindex.oup.com/view/10.1093/acrefore/9780199975839.013.915>
doi: 10.1093/acrefore/9780199975839.013.915

Practice-Informed Research:

Practice-Informed Research includes the following two processes:

1. First, studies are conducted by researchers based on social workers' need to improve social work practice with client systems. There should be close collaboration between social work practitioners and researchers regarding approaches for improving social work practice. Practice-informed research requires practitioners' and researchers' intellectual curiosity about identification of approaches that support or impede competent practice.

2. Second, practice-informed research involves research and evaluation processes by social workers regarding their own work with client systems. Social workers need to be committed to the process of examining their own work and work of others with client systems to determine the most effective interventions. Through this process, the most appropriate practice approaches to utilize in practice with specific client populations can be identified. Social workers' findings should be communicated to other social workers and to researchers.

Uggerhoj, L. (2011). What is practice research in social work: Definitions, barriers, and possibilities. *Social Work and Society: International Online Journal*, 9(1).
<https://www.socwork.net/sws/article/view/6/22>

COURSE OUTLINE

UNIT I: Applying Research Skills as an Advanced Generalist Practitioner (weeks 1 & 2)

- A. Review Of Syllabus and Course
- B. Evidence-Based Practice
- C. Practice-Informed Research And Research-Informed Practice: Using Practice Experience And Theory To Inform Scientific Inquiry And Research with Urban Populations

D. Purposes Of Research

Required Readings:

Rubin & Babbie: Chapter 1, Why Study Research; Chapter 2, Evidence-Based Practice

UNIT II: Values, Ethics and Politics in Social Work Research (week 3)

- A. Institutional Review Boards
- B. Confidentiality, Anonymity, Invasion Of Privacy, Harm To Human Subjects, Informed Consent
- C. Culturally Competent Research

Required Readings:

Rubin & Babbie: Chapter 5, Ethical Issues in Social Work Research; Chapter 6, Culturally Competent Research
National Association of Social Workers (2008). *Code of ethics of the National Association of Social Workers*.
Washington, D.C.: NASW.

UNIT III: Formulating Research Problems and Allowing the Literature to Inform Research Questions (weeks 4, 5, & 6)

- A. Research Questions And Lines Of Inquiry
- B. Literature Review
- C. Hypotheses
- D. Independent, Dependent, And Moderating Variables
- E. Sampling And Generalizability

Required Readings:

Rubin & Babbie: Chapter 7, Problem Formulation; Chapter 11, Sampling: Quantitative and Qualitative Approaches; Appendix A: Using the Library & Appendix B, Writing Research Proposals
Veronese, G., Fiore, F., Castiglioni, M., & Natour, M. (2014). Family quality of life and child psychological well-being in Palestine: A pilot case study. *Journal of Social Work, 14*(6), 553-575.
Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist, 51*(6), 810-823.

UNIT IV: Choosing Research Designs (week 6)

- A. Qualitative, Quantitative, And Mixed Methods
- B. Cross-Sectional Versus Longitudinal
- C. Experimental, Quasi-Experimental, And Non-Experimental Designs

Required Readings:

Rubin & Babbie: Chapter 3, Quantitative, Qualitative and Mixed Methods of Inquiry; Chapter 4, Factors Influencing the Research Process; and Chapter 12, Experiments and Quasi-Experiments

UNIT V: Conceptualizing, Operationalizing & Measuring Variables in Quantitative & Qualitative Studies (weeks 7, 8, & 9)

- A. Conceptualization And Operationalization
- B. Quantitative And Qualitative Measurement Instruments

Required Readings:

Rubin & Babbie: Chapter 8, Measurement in Quantitative and Qualitative Inquiry; Chapter 9 Quantitative and Qualitative Measurement Instruments; Chapter 10, Surveys
Fields, N. L., Xu, L., Richardson, V. E., Parekh, R., Ivey, D., Feinhals, G., & Calhoun, M. (2016). The Senior Companion Program Plus: A culturally tailored psychoeducational training program (innovative practice). *Dementia, 0*(0), 1-8. DOI: 10.1177/1471301216685626

UNIT VI: Additional Designs Used in Social Work Research (week 10)

- A. Single System Design
- B. Program Evaluation

C. Secondary Analysis

Required Readings:

Rubin & Babbie: Chapter 13, Single Case Evaluation Designs; Chapter 14, Sampling; Chapter 16, Analyzing Available Records: Quantitative and Qualitative Methods

Cooper, M. (1990). Treatment of a client with obsessive-compulsive disorder. *Social Work Research and Abstracts*, 26(2), 26-32.

**UNIT VII: In-Class Laboratory: Integrating Elements of the Research Proposal
(weeks 11 - 13)**

UNIT VIII: Applying Research Evidence as an Advanced Generalist Practitioner (week 14)

- A. Applying Critical Thinking To Use Research Evidence for Informing and Improving Practice, Policy And Service Delivery for Urban Populations
- B. Selecting Appropriate Methods for Evaluating Outcomes at Micro, Mezzo and Macro Levels of Practice
- C. Using Research Evidence to Promote Social and Economic Justice with Urban Populations
- D.

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Edmond, T., Rochman, E., Megivern, D., Howard, M., & Williams, C. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42, 377-396.

Fields, N. L., Xu, L., Richardson, V. E., Parekh, R., Ivey, D., Feinhals, G., & Calhoun, M. (December 27, 2016). The Senior Companion Program Plus: A culturally tailored psychoeducational training program (innovative practice). *Dementia*, 1-8. Online doi.org/10.1177/1471301216685626

Forsman, A. K., & Nordmyr, J. (August 5, 2015). Psychosocial links between Internet use and mental health in later life: A systematic review of quantitative and qualitative evidence. *Journal of Applied Gerontology*, 1-48. Online doi.org/10.1177/0733464815595509

Franklin, C. (2007). Teaching evidence-based practices: Strategies for implementation: A response to Mullen et al. and Proctor. *Research on Social Work Practice*, 17, 592-602.

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice, *Families in Society: The Journal of Contemporary Human Services*, 80, 341-350.

Gambrill, E. D. (2003). Evidence-based practice: Sea change or the emperor's new clothes? *Journal of Social Work Education*, 39(1), 3-23.

Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist*, 51(6), 810-823.

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- Howard, M. O., Allen-Meares, P., & Ruffalo, M. C. (2007). Teaching evidence-based practice: Strategic and pedagogical recommendations for schools of social work. *Research on Social Work Practice, 17*, 561-568.
- Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice, 13*, 234-259.
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- Kessler, R. C., Galea, S., Jones, R. T., & Parker, H. A. (2006). Mental illness and suicidality after Hurricane Katrina. *Bulletin of the World Health Organization, 84*(12), 930-939.
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- Rubin, A., & Parrish, D. (2007). Challenges to the future of evidence-based practice in social work education. *Journal of Social Work Education, 43*, 403-424.
- Soyden, H. (2007). Improving the teaching of evidence-based practice: Challenges and priorities. *Research on Social Work Practice, 17*, 612-618.
- Thyer, B. A. (2007). Social work education and clinical learning: Towards evidence-based practice? *Clinical Social Work, 35*(1), 25-32.
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- Veronese, G., Fiore, F., Castiglioni, M., & Natour, M. (2014). Family quality of life and child psychological well-being in Palestine: A pilot case study. *Journal of Social Work, 14*(6), 553-575.
- Vinjamuri, M., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: The International Journal, 36* (8), 1-13.
- Walker, J. S., Briggs, H. E., Koroloff, N., & Friesen, B. J. (2007). Guest editorial: Implementing and sustaining evidence-based practice in social work. *Journal of Social Work Education, 43*(3), 361-375.
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- Revised June 15, 2017

Figure 5.7: SWK 773: FIELDWORK AND SEMINAR III

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 773

FIELDWORK AND SEMINAR III

FALL 2019

CO-REQUISITE:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 727 (Supervision in Agency-Based Practice)

PRE-REQUISITE:

SWK 612 (Generalist Social Work Practice II)

SWK 672 (Fieldwork and Seminar II) or

Admission to the Advanced Standing Program

PRE- OR CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion of this training.

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. (5 credits)

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p>

	<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

10. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
11. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
12. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
13. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
14. Submit 5 process recordings in SWK 773 (Fieldwork and Seminar III) and 5 different process recordings in SWK 713 (Advanced Social Work Practice in the Urban Environment I) in a timely manner. However, Field

Instructors are permitted to assign students to write up to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the Field Instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

15. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues and preparing agenda items for discussion.
16. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar Instructor/Faculty Advisor at the end of the semester.
17. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
18. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

29. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
30. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
31. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
32. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different from the 5 submitted for SWK 713	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. An additional mid-semester evaluation is completed during the Fall semester only. The mid-semester evaluation provides a "snapshot" of the student's beginning

performance at the field agency, helps to clarify expectations of future performance, and allows for quick and concrete identification of students' strengths and concerns.

All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

RECOMMENDED TEXTS

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online
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- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
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- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.
- _____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8

See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Introduction and Orientation to Fieldwork and Fieldwork Seminar III (Classes 1, 2 & 3)

- Q. Orientation to Fieldwork and Seminar III
- R. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor
- S. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting
- T. Introduction to advanced generalist practice
- U. Direct practice assignments
- V. Supervision and administration assignments may be scheduled during either Fall or Spring semesters
- W. Discussion of 700-level Process Recordings and Groupwork Process Recordings
- X. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- Y. Social Worker safety in the workplace

Required Readings:

- Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.
- National Association of Social Workers. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org

Unit II: The Agency and its Urban Community (Classes 4 & 5)

- F. Mission and role of your fieldwork agency in the community
- G. Coalitions and resources within the community that facilitate services to clients.
- H. Identify gaps in services; discuss agency and policy responses
- I. Current news impacting the delivery of services to clients
- J. Discussion of fieldwork agency visit and Mid-Term Evaluation

Required Readings:

- Agency literature
- News reports on issues impacting clients and the delivery of services
- Hovmand, P. S., & Gillespie, D. F. (2010). *Implementation of evidence-based practice and organizational performance. The Journal of Behavioral Health Services & Research, 37(1), 79-94.*
- Williams, N. J., & Sherr, M. E. (2013). Oh how I try to use evidence in my social work practice: efforts, successes, frustrations, and questions. *Journal of Evidence-Based Social Work, 10(2), 100-110.*

Unit III: Personal, Agency, Community and Social Work Values; Ethical Dilemmas
(Classes 6, 7, & 8)

- F. Review of the use self-reflection to manage personal values in professional contexts
- G. Value conflicts and ethical dilemmas; resolving increasingly complex ethical dilemmas involving, client, social worker, agency, community, and society
- H. Explore social justice issues in the context of your agency's practice.
- I. Final Fieldwork and Course Evaluations
- J. Preparation for Spring Semester Fieldwork and Seminar IV

Required Reading:

- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. student handbook & field education manual* provided by Lehman College Department of Social Work.

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
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- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
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- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
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- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
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- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.

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- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.
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- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.
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Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
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- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

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Social Work with Older Adults

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Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

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Social Work with Lesbian/Gay/Bisexual/Transgender Clients

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- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*, 80-107.
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- Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 10, Sexual orientation, 224-249.)
- McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay-straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools, 37*(2), 71-77.
- McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons learned from an LGBTQ senior center: A Bronx tale. *Journal of Gerontological Social Work, 59*, 7-8.
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- Ream, G. L, Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment, 2012*, 1-9.
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Social Work with Military Personnel and Veterans

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Social Work and Homelessness

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Social Work Services Addressing Behavioral and Physical Health

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Social Work with Refugees and Immigrants

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Revised June 15, 2017

Figure 5.8: SWK 774: FIELDWORK AND SEMINAR IV

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 774

FIELDWORK AND SEMINAR IV

SPRING 2020

CO-REQUISITES:

SWK 714 (Advanced Social Work Practice in the Urban Environment II)

SWK 729 (Administration in Urban Agencies)

SWK 745 (Social Welfare Policy Practice)

PRE-REQUISITES:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 773 (Fieldwork and Seminar III)

PRE- or CO-REQUISITE:

SWK 747 (Social Work Research II)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion of this training.

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. (5 credits)

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type. The final year of the MSW Program will focus on advanced generalist practice in a complex urban environment, which is defined as follows:

A complex urban environment is an ecosystem consisting of multi-faceted, diverse, and changing/evolving communities in a specific area of large size and high population density where life experiences, access to resources, and services are affected by the institutions, laws, and practices that create and normalize oppression and privilege. This results in disparities in education and income, as well as in the health and well-being of individuals, families, and social groups.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	<p>1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations;</p> <p>4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;</p> <p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p>

	<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any concerns they may be experiencing in the Fieldwork placement. All students are required to:

19. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
20. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
21. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
22. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
23. Submit 5 process recordings in SWK 774 (Fieldwork and Seminar IV), and 5 different process recordings in SWK 714 (Advanced Social Work Practice in the Urban Environment II) in a timely manner. However, Field

Instructors are permitted to assign students to write up to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the field instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

24. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues and preparing agenda items for discussion.
25. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar Instructor/Faculty Advisor at the end of the semester.
26. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
27. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

STUDENT SERVICES (Available at no charge)

33. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
34. The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
35. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
36. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different than the 5 submitted for SWK 714	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed before the end of the semester by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & Field Education Manual*. All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not

necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

RECOMMENDED TEXTS

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.
- _____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org
- Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-394852-3
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson. ISBN 13: 978-0-205-24900-8
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8

See Fields of Practice Bibliography attached

COURSE OUTLINE

Unit I: Advanced Generalist Social Work in Urban Social Work Agencies

(Classes 1, 2, & 3)

- G. Welcome and orientation to Fieldwork and Seminar IV
- H. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor
- I. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting for new students
- J. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- K. Discussion of assignments including Process Recordings supervision and administration assignments
- L. Discuss policy-practice connection.

Selected Readings

Unit II: Advanced Generalist Social Work Practice in Urban Environments

(Classes 4, 5, & 6)

- D. Utilization of fieldwork case examples to illustrate challenges and successes in advanced generalist social work practice with individuals, families, groups, communities, and organizations.
- E. Explore the connections and interrelationships among all systems that comprise the policy-practice continuum.
- F. Explore and discuss utilization of evidence-based practice in developing responses to urban social issues.

Selected Readings

Unit III: Terminations and Transitions (Classes 7 & 8)

- G. Exploring termination as a growth process
- H. Final Fieldwork and Course Evaluations
- I. Preparation for licensing exam
- J. Transition from graduate student to professional practice
- K. Continuing education and life-long learning
- L. Self-care for social workers

Selected Readings

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.
- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.

- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.
- Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.
- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.
- Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.
- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.
- Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.
- Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)
- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)

Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlert, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.

Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist*, 56(6), 998-1006.

Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.

McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242. www.sagepub.com.

Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015). Screening, brief intervention, and referral to treatment for older adults with substance misuse. *American Journal of Public Health*, 105(1): 205-211.

Snyder, C., van Wormer, K., Chadha, J., & Jagers, J. W. (2009). Older adult inmates: The challenge for social work. *Social Work*, 54(2), 117-124.

Teater, B. & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Family and Society*, 98(2), 137-145.

Washington, O. G. M., & Moxley, D. P. (2009). Development of a multimodal assessment framework for helping older African American women transition out of homelessness. *Smith College Studies in Social Work*, 79(2), 103-124.

Social Work with Groups

Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups*, 40(1-2), 85-92.

Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society*, 97(4), 278-286.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 11, Forming and assessing social work groups, 279-311)

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups*, 30(2), 73-85.

- Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. *International Social Work, 48*(4), 455-465.
- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups, 40*(1-2), 55-61.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups, 30*, 79-94.
- Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.
- Yuli, L., Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy, 30*, 193-208.

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

- Dragowski, E., Halkitis, P., Grossman, A., and D'Augelli, A. (2011). Sexual orientation victimization and post-traumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay and Lesbian Studies, 23*:226-249.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*, 80-107.
- Gwadz, M. V., Cleland, C. M., Leonard, N. R., Bolas, J., Ritchie, A. S., Tabac, L., ... Powlovich, J. (2017). Understanding organizations for runaway and homeless youth: A multi-setting quantitative study of their characteristics and effects. *Children & Youth Services Review, 73*, 398-410.
- Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 10, Sexual orientation, 224-249.)
- McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay-straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools, 37*(2), 71-77.
- McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons learned from an LGBTQ senior center: A Bronx tale. *Journal of Gerontological Social Work, 59*, 7-8.
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Revised August 9, 2019